A STUDY OF SOME OF THE FACTORS AFFECTING THE MORALE OF SEPARATEES FROM THE UNITED STATES NAVY

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Adviser

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CHAPTER I

The Problem And Its Importance

To the enlisted man the word "Navy" is a symbol that may have many meanings. He may think of it in its entirety, as comprising a vast organization of ships, bases, air stations, men and officers with some sort of a controlling headquarters called the "Bureau" located in Washington. It is however much more probable that this word will create pictures in his head of his own particular part of the Navy, his ship, his aircraft squadron, his shore station or his service school. Wherever he may be stationed at the time is the "Navy" as far as he is concerned, so that if he were asked the question, "What do you think of the Navy?", his answer would probably be his opinion of his own local command at the time.

Following this line of reasoning, any attitude survey which is administered to a large, heterogeneous group of enlisted men would produce many different attitudes toward the Navy providing that the Navy is the subject of the survey. Considered as an aggregate these attitudes may be favorable, neutral or unfavorable to the Navy in general while the individual attitudes making up this aggregate would be pointed toward one certain branch or duty assignment. Conceivably, these attitudes when taken in the aggregate might appear to be unfavorable toward the Navy but when broken down into groups by branches of the service,

CHAPTER I

The Problem and Its Importance

To the civilian, when the word "Navy" is mentioned, may have many meanings. He may think of it in the aggregate, as comprising a vast organization of ships, bases, air stations, men and officers with some sort of a controlling headquarters called the "Bureau" located in Washington. It is however much more probable that this word will give to pictures in his mind of his own particular part of the Navy, his ship, his military department, his naval station or his service school. However he may be asked, at any time, if the "Navy" as far as he is concerned, so that if a man asked the question, "What do you think of the Navy", his answer would probably be his opinion of his own local command at the time.

Following this line of reasoning, any attitude survey which is administered to a large, heterogeneous group of enlisted men would produce many different attitudes toward the Navy providing that the Navy is the subject of the survey. Considered as an aggregate these attitudes may be favorable, neutral or unfavorable to the Navy in general while the individual attitudes could be like a pyramid would be inclined toward one certain direction in duty assignment. Conversely, these attitudes when taken in the aggregate might appear to be different than those found when broken down into groups by branches of the service,

one or two of these groups could show attitudes that were favorable. In other words the conclusions reached on the data would depend upon how they were analyzed.

The subjects in this study consisted of a group of over 11,000 separatees from the Navy who filled out attitude questionnaires prior to their final detachment from the Navy. The problem under consideration will be to analyze these questionnaires by breaking the whole group down into sub-groups on the basis of duty assignments. This analysis will confine itself mainly to those attitudes expressed in the questionnaires which are commonly considered to be factors in morale.

The purpose of the study is to compare the morale of the various sub-groups, to determine if there is any difference in the overall morale among groups and further to determine what specific attitudes indicate this difference. No effort will be made to determine the absolute degree of morale of any one group but merely to show the relative difference of morale between groups. By taking reenlistment as a criterion, most of the men in this study would be considered to have very low morale, because they are all separatees and have indicated by their choice not to reenlist, that they have given the Navy a try and for one reason or another have decided against it.

From this viewpoint then morale becomes a very important factor. If a man with high morale is more apt to reenlist than one with low morale then from the standpoint

one of the three groups would have substantial and were favorable. In other words the correlations found in the data would depend upon the that were analyzed.

The sample in this study consisted of a group of over 11,000 separations from the Navy who filled out attitude questionnaires prior to their final discharge from the Navy. No problem arose as interest would be to analyze these questionnaires by breaking up the group into sub-groups on the basis of job, location, etc. This analysis will confine itself mainly to those attitudes expressed in the questionnaires which are commonly considered to be factors in morale.

The purpose of the study is to compare the role of the various sub-groups, to determine if there is any difference in the general morale of the various groups, and finally to determine what specific attitudes induce the high morale. No effort will be made to determine the relative degree of morale of any one group but merely to note the relative difference of morale between groups. [illegible] used morale as a criterion, most of the men in this study would be considered to have very low morale. Many are not separated and have indicated by their comments that to receive, that they have given the Navy a try and for one reason or another have decided to leave it.

From this standpoint there is [illegible] a very important factor. If a man [illegible] resulting [illegible]

of economy of administration of the Navy it would pay to have high morale. That this correlation exists seems a logical hypothesis to make, for a man who likes his job, his ship, his officers and petty officers would be more likely to remain in the Navy than one who does not. Morale is also an important factor in determining the measure of effectiveness of performance and efficiency of operation of a ship or other unit of command. In time of war it is especially important. For example, in a fight between two vessels of equal size and armament and eliminating chance factors, the one that has the most effective group performance will win. No officer who has served very long in the Navy will discount the importance of morale. In spite of this fact few officers know very much about it. To be sure they are aware of some general thing called morale and can sometimes perceive its existence, but they are unable to define it accurately and do not recognize the many components that it includes. Although most officers feel that morale is important in a vague sort of way they do not give it the high importance it deserves. There is a saying as old as the Navy itself which aptly describes the relative importance between men and material and at the same time emphasizes the value of high morale, and that is the one to the effect that "Iron Men In Wooden Ships Are Better Than Wooden Men In Iron Ships." Which means that the effective performance of a ship depends more upon the men who man her than it does upon the ship herself.

of economy is considerable so the navy is not [illegible]
have much trouble. That this consideration [illegible]
logical [illegible] to come, for [illegible]
his ship, [illegible] and [illegible]
likely [illegible] the navy [illegible]
is also an important factor in [illegible]
effectiveness of performance and efficiency of [illegible]
a ship in other parts of a command. [illegible]
peculiarly important. For example, [illegible] two
vessels of equal size and [illegible]
factors, the one that [illegible]
ance will [illegible]
navy will discount the importance of [illegible]
this fact. Too officers now very much about it. To be sure
they are aware of some [illegible] called [illegible]
sometimes overcome the resistance, but they are [illegible] to con-
fine it accurately and do not recognize the [illegible]
that it [illegible]. Although most officers feel that [illegible]
is important in a vague sort of way [illegible] it has
high importance in [illegible]. There is a [illegible] of [illegible]
the navy itself [illegible] the [illegible] importance
[illegible] and [illegible] [illegible]
place the value of [illegible]. [illegible] is due to the
effect that [illegible] in [illegible]
[illegible] which [illegible]
ance of a [illegible] [illegible]
it does [illegible] [illegible].

The importance of studies of this kind then lies first of all in the subject itself--morale and the attitudes which go to form it. That it is a problem is clearly apparent from the evidence at hand. When more than 50% of the men that are eligible to do so, do not reenlist then something may be wrong.[1] The first step in solving most problems is to assemble all the facts and studies of this nature should serve this purpose.

By presenting this evidence on a branch-of-the-service or duty-assignment basis it serves to narrow the field down more to the local command level where the most can be done to raise morale, through the improvement of superior-subordinate relations and environment. At the same time it serves to make the evidence more meaningful and brings it closer to home by associating it, not with the Navy in general, but with the several branches of the Navy. There is a natural tendency for officers to feel after reading some article dealing with morale in general, that this or that may be true of the Navy as a whole but it is not true for the submariners or the aviators or whatever branch of the service the particular officer may be in. To carry this same line of reasoning a bit further, a commanding officer of a ship or other unit almost always overestimates the degree of morale of his own command. This is true because his morale is apt to be high and he projects his attitudes upon his men. This fact was clearly evident in a study made by the Research Branch of the Army, of 53 Infantry

The laudatory or abusive of both kinds tend also first of all in the subject ideal--morals and the activities which go to form it. Then it is a problem is clearly apparent from the evidence at hand. Men were then not the men that are eligible to do so, so that realizing something may be proof. The first step in solving most problems is to assemble all the facts and studies of this nature should serve this purpose.

By presenting this evidence on a professional-character-vice or duty-realizement basis it serves to raise the field down more to the local common level where the work can be done so raise morale, through the improvements of superior-subordinate relations and environment. At the same time it serves to make the evidence more beneficial and brings it closer to home by associating it, not with the Navy in general, but with the several branches of the Navy. There is a natural tendency for civilians to feel after reading some article dealing with morale in general, that this or that may be true of the Navy as a whole but it is not true for the submarines or the aviators or whatever branch of the service the particular officer may be in. To carry this same line of reasoning a bit further, a commanding officer of a ship or other unit almost always overestimates the degree of morale of his own command. This is due because his morale is apt to be high and he concludes it is higher upon his own. This fact was clearly evident in a study made of the research division of the Navy, of which I was

rifle companies wherein the commanding officers of the companies were asked to estimate the number of men in their company who would say they were proud to be in that company, 43 of these commanding officers overestimated the proportion who answered favorably.[2] The study is important also because it indicates a general trend in Navy thinking--the fact that these data were gathered, the fact that this thesis is being written all point to the growing importance that personnel and its administration are being given in the operation of the Navy.

Definition of morale. The literature is filled with definitions of morale, some of them are quite similar to each other while others are not. However all of them seem to agree that it is an attitude, a spirit, or a state of mind. Taking McNemar's[3] definition that morale is a "lot of little things" we can say that it is some kind of a composite attitude which is the result of many attitudes toward specific things or in the case with which we are concerned here that it is a general overall feeling possessed by each separatee toward or about the Navy. What the state of this feeling might be at any given time would depend upon the way in which these "little things" were perceived at the time by the individual, and although morale is a composite of other attitudes, it is not a simple one to be found by merely adding together a number of favorable or unfavorable attitudes and coming out with a total favorable or unfavorable summation called morale. This is true because all of these

rifle companies and air the commanding officers of [illegible] parties were moved to outlines a number of [illegible] in the [illegible] company who could say that were proud to be [illegible] 43 of these commanding officers overestimated the proportion who answered favorably. The study is important also because it indicates a general trend in Navy [illegible]--the fact that these data were volunteered, the fact that this discussion is being written with point to the growing awareness that personnel and the administration are being given in the operation of the Navy.

Attitude of morale. The literature in United [illegible] relations of morale, some of them are quite similar to each other while others are [illegible]. However all [illegible] to agree that morale is [illegible] attitude, a spirit, or a state of mind. Taking a generic definition that morale is a "lot of little things" we can say that it is some kind of a composite attitude which is the result of many attitudes toward a [illegible] things or in the case all which we are concerned here that it is a general overall feeling possessed by each [illegible] toward an entire [illegible]. But the state of [illegible] might be at any given time [illegible] which there [illegible] the individual, and [illegible] morale is [illegible] attitudes, it is not a simple [illegible] to [illegible] a number of [illegible] and coming out with a [illegible] [illegible] tion either for [illegible].

"little things" or factors do not carry the same weight, or more specifically, one unfavorable attitude when combined with many favorable ones could still result in a total which could be unfavorable. For example, a man might be stationed on a ship where he thinks everything is fine except that his Boatswains Mate is unfair, dictatorial and cruel. This one attitude toward his superior could offset all the other attitudes and he could end up with low morale. It is evident then that the appraisal of morale is not a simple matter and there is probably no technique in existence which would give an exact measurement of the morale of any individual at any one time. The best that can be done is to determine the most important factors or components that go to make up morale and attempt to measure these with the reservation or assumption that, on the average, if these particular attitudes are favorable or unfavorable, then the morale will be favorable or unfavorable.

The components this study considers are attitudes toward officers, petty officers, jobs, and certain aspects and practices of Navy life in general.

[illegible]

more specifically, one [illegible]

with very [illegible]

could be unfavorable. [illegible]

on a [illegible]

[illegible]

attitude toward [illegible]

[illegible]

[illegible]

there is probably no [illegible]

an exact measurement of [illegible] at any individual at any

one time. [illegible]

most important factors or [illegible]

morale and attempt to [illegible]

assumption that, on the [illegible]

tudes are favorable or unfavorable, [illegible]

be favorable or unfavorable.

[illegible] study [illegible]

toward [illegible], [illegible], [illegible], and [illegible]

and [illegible] life in general.

Method of Investigation. The data for this study were gathered by means of two questionnaires administered by the Field Research Section of the Bureau of Naval Personnel.[4] Over 11,000 enlisted separatees of every rate and rating in every major Separation Activity within continental United States, in the period between January to April 1948, filled out these questionnaires under assured conditions of anonymity. These were all male, normal separatees, i.e., no waves, medical survey, or any form of involuntary disciplinary or psychiatric separatees were included. The purpose of this survey was to discover the factors that contributed to, or caused men to leave the Navy. The results of this survey have not been released by the Navy Department.

The particular data furnished the writer by the Field Research Section consisted of responses to selected questions in the questionnaires which measure attitudes affecting morale. Two questionnaires were developed after a preliminary try-out on actual separatees. They were very similar in nature and contained many identical questions. One half of the group filled out each questionnaire. The responses were tabulated by being divided into seven groups which represent the following branches of the service: 1) Training or School Duty Ashore, N = 308; 2) Naval Aviation, N = 1431; 3) Submarine Service, N = 250; 4) Shore Duty, N = 3,551; 5) Amphibious Craft, N = 708; 6) Aircraft Carriers, Battleships, Cruisers and Destroyers, N = 3,737; 7) Auxiliary, Mine and Patrol Vessels, N = 1,577. The groups

were determined by the answers to this question in the questionnaires: "Which type of duty did you have the most of in this enlistment?"

The data, referred to above, were in the form of the number of men in each duty-assignment group who responded to each of the alternative answers of the 42 questions. In order to work with these data, they were converted to percentages and it is these percentages that are used throughout the study in referring to the relative size of any group. The questions from the questionnaires on which this study is based will be found on pages 93 to 102 of Appendix A. The Tables, which were constructed to present the data in a clear and concise form, repeat each question of Appendix A and show the percentage of each group who responded to each alternative. It will be noted that at the bottom of all the Tables, the number of men in each group who responded to the question is indicated by the letter "N". Thus, if the actual number of men responding to any alternative of any question is desired, it can be obtained by multiplying the number found in the "N" row times the percentage found in the alternative row. It will also be noted that most of these Tables have a column headed "Weight". These numbers are the values assigned each alternative for the purpose of quantification by the Likert technique. Part of these Tables appear in Chapter IV and the remainder in Appendix B.

were determined by a [illegible] to [illegible] [illegible]
[illegible] which type of [illegible] did [illegible] the [illegible] of [illegible]
this [illegible]?

[illegible] number of [illegible] [illegible] [illegible] [illegible] to
each of the [illegible] [illegible] of the 42 [illegible]
order to [illegible] [illegible]
[illegible]
out the [illegible]
the questions [illegible]
based [illegible] 100 of [illegible]
"table", which [illegible] [illegible] the data in a
clear and [illegible] [illegible]
and show the [illegible] [illegible]
alternative. [illegible]
the "table", the [illegible]
to the question is [illegible] "[illegible]". [illegible]
the actual [illegible] [illegible]
any [illegible]
the number [illegible]
in the [illegible]
[illegible]
[illegible]
of [illegible]
[illegible]

Organization of the remainder of the thesis. Chapter II presents a resume of related studies carried out in the military services.

Chapter III is a summary of a statistical treatment of the data to determine the rank order of the various groups based on a weighting and quantification of the questions, by the Likert technique.[5] Correlation coefficients are computed to determine the degree of consistency of responses made by the groups to the various items on the questionnaire.

Chapter IV is an analysis of specific questions included in the questionnaire, first, to show some of the attitudes of the whole group of separatees and second, to show some of the differences in the attitudes of the several groups.

Chapter V is a summary of the findings.

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Chapter III is a summary of a questionnaire of the data to determine the rank order of the various groups based on a weighting and quantification of the questions, by the Likert technique. Correlation coefficients are computed to determine the degree of consistency of responses made by the groups to the attitude items on the questionnaire.

Chapter IV is an analysis of specific questions included in the questionnaire. First, to show some of the attitudes of the whole group of respondents and second, to show some of the differences in the attitudes of the several groups.

Chapter V is a summary of the findings.

CHAPTER II

Related Studies In The Military Services

Little was done in the field of attitude measurements in the Armed Forces until the advent of World War II. It will be remembered that World War I gave psychologists an opportunity to practice their profession in the measurement and classification of human abilities. The development of the Alpha test and other tests of general intelligence and aptitudes resulted from their work. Similarly, the advent of orld War II gave them an opportunity not only to apply their techniques in the field of aptitudes but also in the field of attitudes. Some of these studies will be briefly described below.

I. Research By Army In World War II

The most monumental and comprehensive study on attitudes and their measurement to come out of World War II is presented in the four volumes of The American Soldier series.[1] The data on which these volumes are based were collected by the Research Branch, Information and Education Division of the War Department. The major purpose of the Research Staff in gathering these data was to provide a base of factual knowledge to help the Director of the Army Information and Education Division in his administrative and policy decisions.

Volume I among other things deals with the personal adjustment of the men to the Army environment, their reaction

CHAPTER II

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A. Research by the Air Force

A most comprehensive and comprehensive study of attitudes and basic measurements to some out of World War II is presented in the four volumes of the American Soldier series.[1] The data on which these volumes are based were collected by the Research Branch, Information and Education Division of the War Department. The major purpose of the Research Staff in gathering these data was to provide a base of factual knowledge to help the director of the Army Information and Education Division in the administrative and policy decisions.

Since among other things, these studies had to meet the adjustment of the men to the Army environment, their

[1]

to the Army as a social institution, the attitudes of the men toward their jobs, the attitudes of the men toward leadership and social control and the attitudes of the Negro soldier in the Army.

Volume II deals with the motivations and attitudes of combat troops in the Ground and Air Forces and also the attitude of the soldier toward his Army experience and toward his civilian future as he left the Army.

Volume III reports on studies of mass communication, particularly of films. The primary purpose of these studies was to evaluate various Army films and programs designed to make the soldier aware of the ideological issues behind the war.

In Volume IV, which has not yet been published, the methodological contributions to measurement and prediction of human behavior are analyzed.

II. Study By Committee On Undersea Warfare

In a recent survey report, Human Factors In Undersea Warfare, prepared by the Panel On Psychology And Physiology of the Committee On Undersea Warfare, National Research Council, the problem of morale and leadership in relation to the effectiveness with which individuals employ their resources when brought together into a functioning group is discussed.[2] In this study, group morale is considered to be operationally equivalent to group or potential effectiveness. Thus, if a group of a given type achieves its goals more efficiently than another equipped with similar technical

facilities and facing equivalent external difficulties, the former may be said to have higher morale. The various methods of appraising morale are discussed along with some of the factors related to group effectiveness or morale.[3]

III. Survey Of Amphibious Force

The Test and Research Section of the Bureau of Naval Personnel made a survey of the attitudes and opinions about the amphibious forces which were held by enlisted men in that type of duty.[4] This was done by means of a questionnaire administered during the months of April and May 1945 to a class of about 800 men who had just completed primary training for small attack boats and to 400 men who had just completed advanced training for these small boats. In addition, in order to provide a sample of men with amphibious experience for comparison with those recently trained, the questionnaire was administered to 400 men in ship's company and attack boat crews of four attack transports. The findings of the study were presented in five reports, each covering a related group of attitudes. A brief resume of each report follows.

Fundamental Motivation. The following table indicates clearly that a large percentage of the men were not motivated toward taking part in the war.

TABLE I

Percentage Of Men Responding To Alternatives Of Three Questions On Motivation To Fight War

Group	Response to Three Questions	Percentage in Each Group
A	Feel the war is worth fighting; choose combat; choose military service	22
B	Feel the war is worth fighting; would avoid service; but do choose combat	14
C	Feel the war is worth fighting; choose service; but would avoid combat	16
D	Feel the war is worth fighting; but would avoid military service and combat	35
E	Doubt the worth of the war; would avoid military service and combat	10
F	Do not think the principles are worth fighting for; would avoid military service and combat	3

Prestige of Amphibious Duty. Amphibious duty was found to be held in higher esteem by men aboard amphibious vessels than at training centers. The low prestige accorded to amphibious duty by men at the traing centers was thought to be partially due to the lack of information or negative information which is, to some extent, dispelled after assignment to actual duty aboard ship.

Economical motivation. The following [illegible] as closely with a high percentage of the [illegible] elevated income being part in the [illegible].

T [illegible]

Percentage of men responding to alternatives if there were no motives to [illegible]

Group	Response to three alternatives	Percentage in each group
A	Feel the war is worth fighting; choose combat; choose military service	[illegible]
B	Feel the war is worth fighting; would avoid military; but do choose combat	14
C	Feel the war is worth fighting; choose service; but would avoid combat	17
D	Feel the war is worth fighting; but would avoid military service and combat	24
E	Think the work of the war; would avoid military service and combat	12
F	Do not think the ideologies are worth fighting; would avoid military service and combat	4

Testing of hypothesis III. The [illegible] found to be [illegible] in other nations by [illegible] vessels from [illegible] countries. In [illegible] ed to supplies [illegible] through [illegible] negative [illegible] after [illegible].

Attitude toward Officers. These attitudes are best shown by the following table.

TABLE II

Percentage Of Men Responding To Alternatives To Two Questions On Attitudes Toward Officers

Response to Two Questions	Percentage of men giving each response at	
	Training Center	Ship
All or most take a personal interest and help all or most of the time	22	36
Half take a personal interest and help all or most of the time	9	14
Few take a personal interest and help all or most of the time	13	19
Half take a personal interest but they often don't help	5	14
Few take a personal interest and they often don't help	25	15
Few or none take a personal interest and they almost never help	26	14

Attitude toward officers was not related to such personal characteristics of the respondents as age, education, marital status, pay grade or specialty.

[illegible] [illegible] [illegible] [illegible]

shown by the following table.

TABLE II

Percentage of Men responding in alternative to two questions on attitudes toward children

Response to two questions	Percentage of men who response at [illegible] order	Percentage of men who response at [illegible] order
[illegible] all or most take a personal interest and help all or most of the time	22	22
[illegible] all take a personal interest and help all or most of the time	9	14
[illegible] few take a personal interest and help all or most of the time	12	18
[illegible] all take a personal interest but they often could help	8	24
[illegible] few take a personal interest but they often don't help	41	22
[illegible] few or none [illegible] personal interest and they always never help	[illegible]	14

Attitude toward children was not related to each [illegible] characteristic of the respondents as age, [illegible], marital status, [illegible] or age [illegible].

Job Satisfaction. That a large proportion of the men were not too well satisfied with their jobs is evident from the below table.

TABLE III

Percentage Of Men Responding To Alternatives To Question On Job Satisfaction

Job Satisfaction Category	Percentage of Men in Each Category at	
	Training Center	Ship
Satisfied and would not change	6	30
Satisfied but undecided about changing	3	8
Contradictory responses or Completely undecided	14	25
Dissatisfied but undecided about changing	3	3
Dissatisfied and would change	74	34

Personal attributes such as age, education and marital status were not closely related to job satisfaction.

Opinion of Shore Training. The results of this study showed that more recent the training, the higher the opinion of its adequacy. About two-thirds of the men who had been in the Navy less than one year felt that their training was adequate, compared with little more than one-fourth for those who had been in for more than three years.

Job satisfaction. That a large proportion of the men were not too well satisfied with their jobs is evident from the [illegible] table.

Table [illegible]

Percentage of men responding to attempts to question on job satisfaction

Job Satisfaction Category	Training Course	Percentage of men in each Category at Date of Report
Satisfied and would not change	6	30
Satisfied but undecided about changing	5	8
Contradictory responses or completely undecided	14	25
Dissatisfied but undecided about changing	5	3
Dissatisfied and would change	4	34

Personal attributes such as age, education and marital status were not [illegible] related to job satisfaction.

Opinion of more training. The results of this study show, that more recent the training, the higher the opinion of its adequacy. About two-thirds of the men who had been in the Army less than one year felt that their training was adequate, compared with little more than one-fourth for those who had been in for more than three years.

IV. Survey Of One Year Enlistees, Marine Corps

An interesting study was recently completed by the Marine Corps. In October 1948, during their first two weeks in the Marine Corps, a group of 281 men who enlisted for one year accomplished an anonymous questionnaire which was concerned with their attitudes toward completion of their total obligated service. In order to determine any changes in their attitudes about 190 of these men were given a similar questionnaire shortly before their enlistments were due to expire.[5] A comparison of replies at the beginning and end of their enlistment shows a decided shift from attitudes that were quite favorable to the Marine Corps to ones that were unfavorable.

This shift can best be illustrated by studying replies in three key areas.

Attitudes Toward Service Obligations

When asked what their intentions were for fulfillment of their service obligations the most noticeable shift was with respect to intention to re-enlist for two additional years. Originally 21 percent indicated this choice, while at the termination of their first year only 1 percent indicated that they would re-enlist.

Attitudes Comparing Military And Civilian Life

When asked whether military or civilian life afforded greater opportunity for obtaining such specific items as education and advancement, it was found that the attitude of

A survey of one hundred marines, during some

an interesting study was recently completed by the

Marine Corps. In October 1941, [illegible]

in the Marine Corps, a group of 501 men who entered the Corps

year accomplishing an enlistment qualifying with [illegible]

cerned with their attitudes toward continuing their total

obligated service. In order to determine any changes in

their attitudes about 180 of these men were given a similar

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This shift was best illustrated by statements

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Attitudes toward Active Obligations

Men served most their interviews were for enlist-

ment of their service obligations the best motivation

was with respect to [illegible] to complete the enlistment

of years. [illegible] indicated

while [illegible]

indicated that [illegible]

Attitudes Regarding Future on Civilian Life

[illegible]

grants [illegible]

monitor [illegible]

this group shifted from a tendency to favor military life to attitudes reflecting an increased acceptance of civilian life. At the beginning 81 per cent thought that the military offered a better opportunity for a secure lifetime career while only 11 per cent thought that civilian life afforded a better opportunity. At the end of their training, however, only 48 per cent thought that the military offered a better opportunity for a secure lifetime career while 44 per cent thought civilian life afforded a better opportunity.

This same type of shift occurred in varying degrees in response to all items---retirement pay, medical care, learning a skill, food, kind of work preferred---indicating that certain factors and experiences in their year's service caused them to look upon the military with decreased favor.

Attitudes Regarding Their Training And Assignment

When the men were asked what they thought about the manner in which the Marine Corps had made use of their skills and knowledges the majority indicated that good use had not been made. Actually, 39 per cent said "Yes", and 61 per cent said "No".

Analysis of the reasons given for feeling that they had not been properly used shows that, in general, they believed that past experiences were not taken into consideration, that their preferences were not considered, and that they were not properly trained or schooled.

this group [illegible] from a tendency to favor military life to civilian, [illegible] an increased emphasis on civilian life. [illegible] 71 per cent [illegible] offered a better opportunity for a secure life than civilian service while only 11 per cent thought that civilian life offered a better opportunity. At the end of the [illegible], however, only 46 per cent thought that [illegible] civilian [illegible] opportunity [illegible] secure life [illegible] thought civilian life afforded a better opportunity.

This same [illegible] of shift occurred in varying degrees in response to all items--satisfactory work, material gain, learning [illegible], kind of work preferred--indicating that certain factors were [illegible] as veterans services caused them to look upon civilian life favorably.

<u>Children Remembering Their Fathers and Mothers</u>

[illegible] were asked what they thought about the manner in which the [illegible] had made [illegible] and [illegible] the adjustment [illegible] been made. [illegible] said [illegible] would [illegible].

[illegible] the reasons given for [illegible] had not [illegible] in general, they believed [illegible] action, [illegible] they [illegible].

Summary. These four studies give a general overview of what has been done along the lines of attitude survey in the military field. The amount of work done to date is small compared to what has been accomplished in the industrial and business fields, but it is significant to note that these studies have all been made during the past few years and are thus indicative of a trend in military administration. They are particularly important in relation to this study in that they demonstrated the effectiveness of the questionnaire methodology in the measurement of attitudes and this method is the one employed in this survey.

<u>Summary</u>. These four studies give a general overview of what has been done along the lines of survey work in the military field. The amount of work done is seen to be small compared to work done from accomplishment in the industrial and business fields, but it is significant to note that these studies have all been made during the past few years and are more indicative of a trend in military management. They are particularly important in relation to this study in that they demonstrated the effectiveness of the questionnaire methodology in the measurement of attitudes and this method is the one employed in this survey.

CHAPTER III

Difference In Morale Among The Groups

With the definition of morale presented in the preceding Chapter as a background it will be the purpose of this Chapter to test the hypothesis that there is a general or overall morale factor, by a statistical analysis of the responses to the questionnaire. At the same time it will be shown that there is a difference in morale of these separatees when they are broken down into groups which represent their various duty assignments. Furthermore it will be demonstrated that this difference not only applies to the overall morale but that it also exists in such specific attitudes as those toward officers, environment and jobs.

Composition of the Groups. The seven groups into which the data are divided was made on the basis to responses to the following question.[1]

"Which type of duty did you have the most of in this enlistment?" (x one answer)

1___Naval Aviation

2___Aircraft Carrier

3___Battleship or Cruiser

4___Destroyer

5___Auxilary (oiler, repair ship, cargo, etc.)

6___Amphibious craft

7___Submarine service

8___Mine or Patrol

9___Training or school duty ashore

Difference in morale among the [illegible]

With the definition of morale presented in the preceding chapter as a background it will be the purpose of this chapter to test the supposition that there is a general or overall morale factor, or a satisfactory pattern of the responses to the questionnaire. In the next three [illegible] will be shown that there is a difference in morale of those respondents when they are broken down into groups that represent their various duty assignments. Furthermore it will be demonstrated that this difference not only applies to the overall morale but that it also exists in such specific attitudes as those toward officers, authorities and jobs.

Composition of the Groups. The seven groups into which the data of a divided was made on the basis of response to the following question.

"Which type of duty did you have the most of in this [illegible]" (X one answer)

1___ Level [illegible]

2___ Aircraft [illegible]

3___ [illegible]

4___ [illegible]

5___ Military police, [illegible], [illegible], etc.

6___ Specialist [illegible]

7___ [illegible] service

8___ [illegible] [illegible]

9___ [illegible] or [illegible]

"Which type of duty did you have the most of in this enlistment?" Continued.

10___Shore duty

11___Other (what?)

TABLE IV

Composition Of Groups

Group	Name	Alternative Answer	Percentage of Total Separatees
A	Training or School Duty Ashore	9	3
B	Naval Aviation	1	12
C	Submarine Service	7	2
D	Shore Duty	10	23
	Other and Non-Respondents	11	7
E	Amphibious Craft	6	6
F	Aircraft Carrier	2	10
	Battleship or Cruiser	3	10
	Destroyer	4	13
G	Auxilary	5	12
	Mine or Patrol	8	2

In the above table it will be noted that the non-respondents were included with the Shore Duty groups. Since a high percentage of the men who did not answer the above question did not answer many other questions either, most of the "no response" group in following tables presented herein is due to the presence of the non-respondents and is not necessarily a characteristic of the Shore Duty men.

[illegible]

[illegible]

10 [illegible]

11 [illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

A preliminary analysis of the components of the duty groups was made before the actual grouping and the combinations were made only in the cases where the response pattern was not greatly different in group parts. Thus the responses of the Aircraft Carrier, Battleship or Cruiser and Destroyer men were so closely similar that combination into a larger group did not destroy nor hide a particular or distinct response pattern and the pattern of the larger group reflected the pattern of its component groups.

Some General Separatee Characteristics. The typical separatee was a non-rated, first enlistment or "one-time" man, who enlisted for the shortest time he could. He had had some high school, but did not finish, while in the Navy he did not receive any schooling. He was generally unmarried and did not have to help support his parents, so his Navy pay was his to spend as he wished. His relationships to family or girl friend were such that it was largely his own choice as to whether he stayed in the Navy as a career, or left. He enlisted at 17-18 years of age and left the service at 20-21 when he was just coming of age.

Analysis of the Data. Each question which was so constructed that it could be quantified by the Likert technique, was so treated.[2] The weights assigned the various alternatives of the questions are as indicated in the tables appearing in Chapter IV or the appendix. A mean value was then computed for each group on each question. These values are presented in Table V, page 23. By means of these values

[illegible]

the groups were then given a relative rank for each question as indicated in Table VI, page 24.

A study of Table VI clearly shows that there is a patterning of responses in that the groups ranking high on one question tend to rank high on other questions. For example, it will be noted that the School and Training Group has a large percentage of ones and the Auxiliary Group, a large percentage of sevens. This consistency in responses is a clear indication that in part at least, these questions are measuring the same general factor, otherwise the School and Training Group could have had about as many sevens as it had ones.

[illegible]

the [illegible] [illegible] [illegible] [illegible] [illegible]
as indicated in note 11, page [illegible].

[illegible] [illegible] [illegible] [illegible]
pattern of [illegible] [illegible] [illegible] [illegible]
one question [illegible] [illegible] [illegible] [illegible]
sample, it [illegible] [illegible] [illegible] [illegible]
has a large [illegible] [illegible] [illegible] [illegible]
large percent [illegible] [illegible] [illegible] [illegible]
is a place [illegible] [illegible] [illegible] [illegible]
are [illegible] [illegible] [illegible] [illegible] [illegible]
and [illegible] [illegible] [illegible] [illegible] [illegible]
had [illegible].

TABLE V

Mean Values of Questions by Likert Technique*

Question	School Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
2	5.033	4.796	4.668	4.760	4.745	4.830	4.760
3	3.039	3.270	2.695	3.366	3.551	3.291	3.655
4	2.199	2.171	1.576	2.151	2.135	2.163	2.111
5	2.314	2.406	2.144	2.350	2.296	2.416	2.481
7	1.628	1.970	2.130	2.178	2.398	2.489	2.539
8	1.338	1.431	1.483	1.682	1.671	1.554	1.786
9	3.212	3.335	2.509	3.232	3.302	3.309	3.343
10	2.593	2.682	2.506	2.749	2.945	2.808	2.919
11	2.335	2.559	2.734	2.631	2.887	2.789	2.965
12	2.494	2.730	2.972	2.838	2.880	2.954	2.786
13	2.188	2.315	2.696	2.506	2.591	2.565	2.712
14	2.357	2.430	2.624	2.503	2.579	2.687	2.659
15	1.218	1.539	1.568	1.746	1.631	1.721	1.708
16	3.118	3.301	2.606	3.245	3.515	3.339	3.479
17	2.805	3.322	3.308	3.357	3.511	3.521	3.544
18	2.291	2.410	2.445	2.479	2.702	2.680	2.774
19	2.580	2.589	2.320	2.651	2.589	2.752	2.587
20	2.051	2.160	2.055	2.337	2.237	2.598	2.451
23	2.454	2.324	2.240	2.598	2.404	2.569	2.394
24	2.809	2.805	2.736	2.767	2.732	2.895	2.892
25	2.165	2.615	2.279	2.621	2.651	2.700	2.586
26	2.732	2.756	2.917	2.591	2.915	3.036	3.149
27	3.320	3.690	3.504	3.653	3.626	3.754	3.746
28	3.125	3.151	3.135	3.155	3.444	3.503	3.561
29	2.380	2.487	2.301	2.677	2.495	2.738	2.793
34	1.954	2.527	2.412	2.627	2.712	2.797	2.797
36	2.382	2.343	2.295	2.461	2.542	2.521	2.434
37	2.300	2.511	2.637	2.497	2.638	2.697	2.784
38	3.420	3.693	3.740	3.580	4.141	4.022	4.141
40	2.829	2.936	3.024	2.922	3.062	3.011	3.011
42	1.161	1.558	1.620	1.652	1.632	1.841	1.748

* See foot note 2 for explanation of how these values were computed.

TABLE VI

Rank Order Of Groups On All Questions

Question	School Training	Avlation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Rho-Coef
2	7	5	1	3	2	6	3	-.090
3	2	3	1	5	6	4	7	.750
4	7	6	1	4	3	5	2	-.250
5	3	5	1	4	2	6	7	.643
7	1	2	3	4	5	6	7	.929
8	1	2	3	6	5	4	7	.714
9	2	6	1	3	4	5	7	.679
10	2	3	1	4	7	5	6	.822
11	1	2	4	3	6	5	7	.786
12	1	2	7	4	5	6	3	.714
13	1	2	6	5	4	3	7	.357
14	1	2	5	3	4	7	6	.786
15	1	2	3	7	4	6	5	.750
16	2	4	1	3	7	5	6	.786
17	1	3	2	4	5	6	7	.964
18	1	2	3	4	6	5	7	.857
19	2	4	1	6	4	7	3	.696
20	1	3	2	5	4	7	6	.964
23	5	2	1	7	4	6	3	.322
24	5	4	2	3	1	7	6	.393
25	1	4	2	5	6	7	3	.786
26	2	3	5	1	4	6	7	.607
27	1	5	2	4	3	7	6	.857
28	1	3	2	4	5	6	7	.964
29	2	3	1	5	4	6	7	.893
34	1	3	2	4	5	6	6	.964
36	3	2	1	5	7	6	4	.714
37	1	3	4	2	5	6	7	.822
38	1	3	4	2	6	5	6	.768
40	1	2	3	5	4	7	6	.929
42	1	3	6	2	7	4	4	.340
Total	62	98	81	126	144	177	175	
Composite Rank	1	3	2	4	5	7	6	
Mean Rank	2.00	3.16	2.61	4.06	4.65	5.70	5.65	

$r_{av.} = .422$

[illegible]

Case-Item	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
6	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
14	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
15	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
16	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
17	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
18	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
19	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
20	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
21	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
22	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
23	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
24	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
25	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
26	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
27	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
28	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
29	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
30	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
31	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
32	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
33	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
34	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
35	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
36	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
37	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
38	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
40	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
42	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Percent	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Adding the relative ranks for each group in Table VI and using the totals to get a final overall ranking on the entire set of questions gives a clear indication of how the groups compare with each other on the attitudes measured by these questions. Since these attitudes are all components or factors of morale then it is clearly apparent that there is a difference in morale among these several groups. The resulting rank order of the groups is as follows: School and Training, first; Submarine, second; Aviation, third; Shore Duty, fourth; Amphibious, fifth; Auxiliary Vessels, sixth; Combatant Ships, seventh.

This ranking indicates that the School and Training Group has the highest morale and the two sea duty groups, i.e. Combatant Ships and Auxiliary Vessels, the lowest. The difference between these last two is insignificant, but among the other groups it is considerable.

In order to determine statistically the degree of consistency of the ranking process the average intercorrelation between the rankings was computed.[3] The computation, based on formulae devised by Woodworth, resulted in a value of $r_{av} = .422$.[4] Thus the average item ranks these groups with a similarity to the average other item of .422--or if one computed all the 465 possible rank order correlations among the 31 items the average value would be .422.

Another means of showing the consistency of rankings is to compare the ranks on each single item with the composite rank.[5] Note for example that items two and four are

out of step particularly insofar as the School and Training Group is concerned, in that this group ranks seventh instead of first; or note again that Item 34 ranks the seven groups just as does the composite rank order except for one tie. A statistical statement of such similarities is provided in Table 11 in the column headed Rho Coefficients.

From an inspection of this column it is apparent that Items two and four fail to share in the common composite being measured. What these two questions essentially ask the men to make is a choice between the Navy and civilian life. The first asks their plans in relation to the Navy for the next few months and the second asks whether they think they would be better off financially in or out of the Navy. In a sense then they are required to make a dichotomous choice which is actually a kind of forced choice. It could be argued of course, that if a large percentage of the men had chosen the Navy, this fact would be indicative of high morale, that they had compared the Navy life to civilian life and liked it better. On the other hand it could also be argued that in a one-two choice the preference given one does not completely condemn two. For example if one is given the choice between ice cream and pie, the fact that he selects ice cream does not necessarily mean that he does not like pie. In this case the fact that the School and Training Group seems to perceive their goals more in terms of civilian than Navy life does not of itself invalidate their top position in the overall rank order. As will be

shown later, this group had a significantly higher percentage of men who said they enlisted to take advantage of the GI Bill and who said they would return to school or college after separation from the Navy. Their reason for enlisting was to acheive a definite goal and by serving in the Navy they perceived themselves as making progress toward this goal, which in itself is a big factor making for high morale. This interpretation of the rank orders on Items two and four would then be one reasonable explanation for the negative correlation with the overall rank order.

shown later. [illegible]

age of [illegible]

of Mill [illegible]

after [illegible]

was to [illegible]

they [illegible]

ness, [illegible]

This [illegible]

would [illegible]

correlation [illegible]

Analysis by sub-groups. Thus far it has been shown that there is a consistency of response of each group to the various items by an analysis of all the items. To carry this same procedure a step further the items were broken down into three sub-groups. These sub-groups were determined on the basis of the questions themselves. Those questions that measured attitudes that seemed to fall in the same general pattern were used to form the sub-groups. These are termed Environment, Officers and Jobs. In the Environment sub-group are included those questions which measure attitudes toward the Navy environment, not only the physical but also the psychological. Such questions as how they liked the food, the messing facilities, the living quarters and how they felt about various administrative and control practices which are characteristic of a military organization, appear in this category. The questions in the Officers sub-group are concerned with the men's attitudes toward their officers and petty officers and in the Job sub-group, how they felt about their jobs.

These data are compiled into tables and presented on pages 29 and 30. A comparison of the rank order obtained by using all the questions, (Table VI), with the Environment sub-group, (Table VII), shows the same ranking except that the Combatant Group and the Auxiliary Group have exchanged places. The Officers sub-group ranking, (Table VIII), is identical with the overall rank order, (Table VI). The greatest difference is shown between the

[illegible]

that there is a [illegible] of [illegible]
various [illegible] fed [illegible]
same [illegible] [illegible]
to three [illegible]
the basis [illegible]
that [illegible]
general [illegible]
turned [illegible]
sub-group [illegible]
tudes [illegible]
but [illegible]
liked [illegible]
and [illegible] various [illegible]
practice [illegible]
tion [illegible]
[illegible]
were [illegible]
group [illegible]

[illegible]

on price [illegible] comparison of the [illegible]
ed by [illegible]
roman [illegible]
exce[illegible]
have [illegible]
Table [illegible]
Tabl[illegible]

TABLE VII

Rank Order Of Groups On Environment Questions

Question	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
3	2	3	1	5	6	4	7
4	7	6	1	4	3	5	2
5	3	5	1	4	2	6	7
8	1	2	3	6	5	4	7
10	2	3	1	4	7	5	6
14	1	2	5	3	4	7	6
17	1	3	2	4	5	6	7
34	1	3	2	4	5	6	6
42	1	3	6	2	7	4	4
7	1	2	3	4	5	6	7
9	2	6	1	3	4	5	7
16	2	4	1	3	7	5	6
27	1	5	2	4	3	7	6
Total	25	47	29	50	63	70	78
Composite Rank	1	3	2	4	5	6	7
Mean Rank	1.92	3.62	2.23	3.84	4.85	5.38	6.00

$r_{av} = .484$

Cross-tion	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
14	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
17	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
34	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
42	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
16	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
27	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Compositte Rank	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Keep	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE VIII

Rank Order Of Groups On Officers Questions

Question	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
11	1	2	4	3	6	5	7
18	1	2	3	4	6	5	7
19	2	4	1	6	4	7	3
20	1	3	2	5	4	7	6
24	5	4	2	3	1	7	6
26	2	3	5	1	4	6	7
23	5	2	1	7	4	6	3
25	1	4	2	5	6	7	3
28	1	3	2	4	5	6	7
29	2	3	1	5	4	6	7
36	3	2	1	5	7	6	4
37	1	3	4	2	5	6	7
38	1	3	4	2	6	5	6
Total	26	38	32	52	62	79	73
Composite Rank	1	3	2	4	5	7	6
Mean Rank	2.00	2.92	2.46	4.00	4.77	6.08	5.62

$r_{av} = .518$

TABLE IX

Rank Order Of Groups On Jobs Questions

Question	School & Training	Aviation	Submarine	Shore	Combatant	Auxiliary	Amphibious
12	1	2	7	4	6	3	5
13	1	2	6	5	3	7	4
15	1	2	3	7	6	5	4
40	1	2	3	5	7	6	4
Total	4	8	19	21	22	21	17
Composite Rank	1	2	4	5	7	5	3
Mean Rank	1	2	4.75	5.25	5.50	5.25	4.25

$r_{av} = .676$

Cues-tion	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
11	1		4		2		1
18	1			4		4	1
19		4	1	3	1		3
20	1		1		4		
24		4	2	2	1	1	
26	2		3	1	4	1	1
25	1	3	1	1	1		4
28	1	4	3	3	1	1	3
23	1			3			
29	1		1		4	1	
36		1	1	3	1		1
37		4	2	3			1
38	1	1	2		1	1	1
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Composite rank		1	4	5	7	[illegible]	[illegible]
Mean							
Rank	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Table 12

Cues-tion	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
12	1	7	1		1
13	1	2	1		1
15		1	2		1
40					1
Total		1	1	1	
Composite rank					
Mean					
Rank	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

ranking of the Job sub-group (Table IX) and the overall ranking,(Table VI), which may be partially due to the small number of questions in this sub-group. This comparison shows the Submarine Group has dropped from second to fourth place, the Aviation Group has moved from third to second, the Shore Duty Group from fourth to fifth, the Amphibious Group from fifth to third, the Auxiliary Group from sixth to fifth and the other two groups have retained their same ranks in both tables.

The average intercorrelation coefficients were also computed for each sub-group and in all cases they increased in value over that obtained for the entire set of questions. For the Environment sub-group, r_{av}= .484; for the Officers sub-group, r_{av}= .518 and for the Job sub-group, r_{av}=.676.

Summary. It was the purpose of this statistical analysis of the data to determine the existence of a general morale factor and to show that the various groups differed among each other in their degree of morale.

That a general overall morale factor does exist was established by demonstrating a consistency in response of the several groups to the various items. Correlation coefficients indicative of the degree of this consistency were computed, one for the total group of items and the other three for items which tended to fall together in sub-groups. These coefficients were all positive in sign and of such magnitude as to indicate a fair degree of relationship between the various items. In other words the patterns in

which the several groups ranked themselves on the many questions was due to some factor other than chance.

The analysis has clearly shown that there is a marked difference in these attitudes, as for example between men on sea duty and those on shore duty, between men on one type of sea duty (Combatant and Auxiliary) and those on another type (Submarine) between those on one type of shore duty (School and Training) and those on general shore duty.

Having established that there is a difference of morale among the several groups, the next step in this study naturally follows--to investigate some of the attitudes which seem to show the greatest differences. This will be done in the next Chapter.

CHAPTER IV

Analysis of Questionnaire For Specific Attitudes

The data for this study were obtained by means of the 42 questions which are shown in the Appendix, pages 93-102. In order to get a clearer picture of the separatee and how he felt about his experiences in the Navy, it might be well to first consider the whole group of separatees without differentiation into duty assignment groups. This procedure will provide a means for comparing the typical separatee and how he felt about the whole Navy, with the Submarine or Aviation (or other) separatee and how he felt about his particular branch of the Navy. The first part of this chapter will be concerned with analyzing some of the questions from this viewpoint, while the second part will analyze other questions from the duty assignment viewpoint.

I. Attitudes of All Separatees

Background information on the separatee. To supplement the general information presented in Chapter III on the characteristics of the separatee, some additional details are supplied below.

Age and rating distribution.

77% were minors (under 21 years of age).

23% were adults (21 years old or over).

63% were non-rated men.

34% were rated men.

3% unspecified (No answer).

Marital Status.

67% single and not engaged.

15% single but engaged.

16% married.

2% miscellaneous.

Pre-enlistment motivation.

Why did he enlist? A person highly motivated toward making a career of the Navy is more likely to be happy in the service than one who enlisted just to get away from home or for some other reason.

Question 39 seeks this answer. "When you first enlisted in the Navy, did you think you might stay in for good?"

12% no, I enlisted only to beat the draft.

8% no, I enlisted only for the G. I. Bill.

25% no, I just wanted one hitch only, for the experience.

28% I thought I would stay in if I liked it well enough, but I don't.

5% I thought I'd stay in until I got married, or ready to settle down.

4% I want to stay in now, but for certain reasons, I can't.

18% miscellaneous and no response.

To take these figures at their face value would seem to indicate that about 45% would have separated from the Navy whether they liked it or not, while over 30% showed definite motivation toward making the Navy a career. Whether they actually felt that way two or more years in the past when they enlisted is another question. At any rate a good

percentage of them as they look back now thought they came into the Navy for a career. Something happened to them during their stay in the Navy to make them change their minds. This naturally leads to the next part of the Chapter where an effort will be made to show some of the things that disappointed them and some of the aspects of Navy life that they did not like.

Family Attitudes. How the wife, family or sweetheart feels about the Navy can affect the man's attitudes and morale. While a favorable or neutral attitude toward the Navy on the part of a man's family would not necessarily raise his morale, it is fairly certain that an unfavorable attitude would tend to lower it in many cases.

Questions 31 and 33 ask if the family, wife or girl friend approve of a Navy career.

Family	Sweetheart or Wife	
3%	32%	have none to consider.
4%	2%	in favor of my staying in.
45%	16%	left the choice up to me.
12%	10%	some objection, but it was OK if I insisted.
14%	12%	serious, outright objection and need at home.
15%	16%	we never really thought of my making a career of the Navy.
7%	12%	miscellaneous, undecided and no answer.

These responses seem to indicate that on the whole the family attitudes are neutral and would, for the largest percentage of the men, have little effect on their attitudes toward the Navy.

Some specific attitudes. A good place to begin this discussion is with some of the environmental factors which go to make up Navy life and about which all sailors have definite attitudes.

Environment. The Navy Mess. Perhaps no one thing is of more universal interest and concern to the sailor than his "chow". He is exposed to it three times a day and must eat it whether he likes it or not. For this reason it has probably been maligned more than is warranted--here is something concrete that the frustrated individual can focus upon daily.

Question 5. "What do you think of Navy chow?"

15% expressed all-around satisfaction.

51% approved the food, but decried its preparation.

7% thought the cooks did their best on essentially poor food.

17% chow bad in general (food itself, its cooking and the quantity)

10% miscellaneous, commuted rations, no answer.

The mess surroundings and equipment for cooking and serving the food can have a bearing on morale.

Question 9. "How would you describe your messing facilities?"

4% they were really good in every way.

20% about as good as could be expected.

29% could have been better, could have been worse.

20% poorer than necessary.

18% no excuse for how bad they were.

9% miscellaneous.

Living Quarters. The living quarters fared a little better in the estimation of the separatee.

Question 10. "How do you feel about the living quarters you had?"

45% reasonably satisfied.

24% not dissatisfied, could have been better, could have been worse.

26% markedly dissatisfied.

5% miscellaneous, no answer.

Leave and Liberty. The leave and liberty policy received considerable approval from the men.

Question 8. "Did you get your fair share of liberties and leaves?"

64% yes, I got my fair share of both.

19% I got my fair share of liberties, but not leaves.

6% I got my fair share of leaves, but not liberties.

8% no, I did not get my fair share of either.

3% miscellaneous, other, no response.

Off-Duty Time. More dissatisfaction was expressed about the amount of off-duty time the men received.

Question 7. "Did you get as much off-duty time as you had coming to you?"

49% yes, as much as I had coming.

7% yes, but I really needed more.

9% not sure, undecided.

30% no, I did not get what was coming to me.

5% miscellaneous, other, no response.

Leisure Time Activities. Closely allied to the off-duty time is the problem of providing the men something interesting to do in their free time. This is particularly important in an isolated base. The men felt more effort could have been spent along these lines.

uestion 11. "How much interest did your Officers show in seeing to it that the men had good entertainment, sports, and general recreation?"

14% Officers really did a good job.

23% they tried, but didn't do so well.

18% they showed no positive interest.

26% they felt it was up to us to look out for ourselves.

12% they seemed to be against our having any recreation.

7% miscellaneous and no response.

Continuing the discussion of specific attitudes we now turn to those that are more in the area of personal and human relationships.

Personal Control. Military life among other things demands a much stricter measure of control of subordinates by superiors than civilian life. Unfair or unwise use of this control can give rise to attitudes unfavorable to the Navy.

Question 14. "Do you feel the Navy is trying to control you and the other men more strictly than it needs to?"

29% generally no and only on properly military matters.

36% control sometimes went beyond military into personal matters.

Question 14. "Do you feel the Navy is trying to control you and the other men more strictly than it needs to?" Continued.

13% very often got called on things that were personal, not military.

15% they tried to run my life for me.

7% miscellaneous and no response.

Justice and Discipline. The administrative practices of both justice and discipline are highly individualized and consequently subject to wide variations. One ship may be taut and another in the same squadron may be lax. Within a command, variations will exist among the various officers and petty officers, and some commanding officers may tend to be inconsistent in the meting out of punishments for similar offenses. Inconsistent, unwise and unfair practices in the administration of justice and discipline can have a tremendous effect on the morale of the crew.

Question 21. "What is your impression of Navy justice and discipline?"

28% justice was fair, whether discipline was hard or soft.

57% unfair or inconsistent, whether hard or soft.

11% miscellaneous and undecided.

4% no response.

Recognition as Individuals. To what extent did the men feel that they were recognized and appreciated as individual human beings rather than so many cogs in a machine is the subject of the next question.

[illegible]

Question 36 and 37. "Do you think your Officers (Petty Officers) were interested in what you think and how you feel about things?"

Officers	Petty Officers	
21%	32%	most showed fair to genuine interest.
47%	40%	few showed interest, pretty much indifferent.
24%	20%	ignored or rode rough-shod over feelings.
8%	8%	undecided, miscellaneous, no response.

The officers rate less favorably than the petty officers on this question. This may be accounted for to some degree because 34 per cent of the men were petty officers themselves. A few words of recognition and encouragement by the superiors in their daily contacts with the men would probably have resulted in more favorable responses to this question.

The next area of attitudes to be considered will be those that can be grouped together under the general title of Personnel Administrative Relationships. How do the men perceive their officers and petty officers in their day to day contacts with them?

Credit for Achievement. Everyone likes to receive credit for doing a good job. That this does not always happen in the Navy is the opinion of a large proportion of the separatees.

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Questions 27 and 28. "Do you think your Officers (Petty Officers) generally gave you credit for the work you did?"

Officers	Petty Officers	
24%	35%	yes, they did.
11%	11%	think so, but I'm not sure.
9%	8%	undecided, I don't really know.
18%	15%	only when I didn't satisfy them, not when I did a good job.
19%	14%	I don't think they knew one way or another.
16%	13%	no, I know they didn't.
3%	4%	miscellaneous, no answer.

Closely related to the above question is the next one.

Question 29. "In your experience, do you think the most deserving men usually got the best breaks?"

20% usually, almost always

22% about 50-50

22% Not very often, hardly ever

31% depends too much on "who you know", not "what you know".

5% undecided, miscellaneous.

Fair and Helpful Supervision. The knowledge by the men that their superiors are doing everything possible to fulfill their needs is an important factor in the morale composite.

A supervisor who is understanding, fair and helpful can make life more pleasant for the enlisted man and can to a considerable extent compensate for other factors in the

military environment that may be a source of unhappiness to his men. These attributes are possessed by most good leaders and the following question gives one measure of the kind of leadership the separatee experienced.

uestions 30 and 31. "In general, were your Officers (Petty Officers) fair and helpful?"

Officers	Petty Officers	
8%	17%	almost all of them were.
17%	33%	most of them were.
19%	19%	about 50-50.
28%	17%	a few of them were.
13%	6%	most of them were not.
11%	4%	they generally just ignored us.
4%	4%	undecided, miscellaneous.

Job Satisfaction. To complete this first part of the Chapter one of the most important areas of separatee attitude will be touched upon--that of his attitude toward his job. One way of perceiving the Navy is as a group of jobs or duties which must be performed to enable it to carry out its mission. Assigning the right man to the right job is bound to not only improve overall efficiency but also morale.

Question 15. "Did you get a chance to choose the kind of work you wanted to do in the Navy?"

26% yes, and I got what I wanted.

15% yes, they listened but gave me something else, but it turned out O.K.

8% Yes, but I didn't get what I wanted, and still don't like it.

5% no, but I would have chosen this if I'd had the chance.

16% no, but I'm satisfied anyhow.

24% no, and I still don't like what I got.

6% undecided, no answer, miscellaneous.

Thus 49 per cent had the chance to choose, while 45 per cent had no choice. Thirty two percent did not like their jobs whether they had the chance to choose or not.

To recapitulate this section of the Chapter, the majority of the separatees indicated attitude profiles which were unfavorable toward the Navy, particularly in the areas of superior-subordinate relationships and administrative practices. In the next section some of these same questions and others too will be used to get a comparison of the attitudes between the different branches of the service.

II. Differences In Attitudes Among the Groups

In order to present the data in a clear and readable form, a series of tables was constructed. Each table presents the responses made by each of the seven groups to the various alternatives of the question. A number of these tables will be used in this Chapter to point out the different responses made by the groups and thus give a good indication how they differed in specific attitudes. Those tables that are not used in this Chapter will be found in Appendix B.

A. Pre-enlistment Motivation.

That there was some difference in goals as they were perceived by these men when they enlisted is apparent from an examination of Table X, page 47. Over 21 percent of the School and Training Group men say they enlisted only for the G. I. Bill which is significantly more than the 4.2 percent of the Amphibious Group and the 8 percent of all separatees. The percentage of the men in all groups who wanted "one hitch only for the experience" was very similar. The School and Training Group also shows a considerable difference in the percentage who thought they would stay in if they liked it but found they didn't, 19.5 percent as compared with 32.8 percent of the Amphibious Group and the overall 28 percent.

That the School and Training Group appeared more goal-directed than any other may be one reason for their showing the highest morale. Progress toward a goal is a

[illegible]

[illegible]

form, a [illegible] conservatism. [illegible]

ranks [illegible] of one of the [illegible] groups to the

various [illegible] conclusion. [illegible]

tables [illegible] to point out the military

ent [illegible] give a [illegible] tendencies

ceptions [illegible] specific attitudes. [illegible] tables

that are [illegible] in chapter [illegible] [illegible]

.

[illegible] Relationship.

[illegible] distinctive in ways as they were

personal [illegible] as they [illegible] from

an [illegible] 1. [illegible] 21 percent of the

school [illegible] they affiliated only for

the [illegible] more than the 4.2 per-

cent [illegible] of all some

students [illegible] the [illegible] who work-

ed one [illegible] "[illegible]" are very similar.

[illegible] a considerable

difference [illegible] only may [illegible]

if [illegible] 21 percent [illegible]

compare [illegible]

overall [illegible]

[illegible]

Rosicrucian [illegible]

about [illegible]

big factor in morale.

Plans after separating. The act of separating from the Navy does not by itself necessarily indicate that a man has a general unfavorable attitude toward the Navy. He may want to get out for just a little while to get the feel of being a civilian again and then reenlist unless he finds something better to do.

TABLE X

QUESTION 39.

When you first enlisted in the Navy, did you think you might stay in for good?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. No, I enlisted only to beat the draft	14.6	9.9	10.4	12.4	9.5	12.7	11.2
2. No, I enlisted only for the G.I. Bill	21.7	10.0	9.6	10.0	4.2	4.4	5.4
3. No, I just wanted one hitch only "for the experience"	25.1	26.2	21.6	35.3	21.1	26.8	22.8
4. I hadn't thought what I'd do next when I enlisted	5.5	9.4	9.6	7.7	8.7	8.5	7.8
5. I thought I'd stay in until I got married, or ready to settle down	3.3	3.6	5.2	4.5	8.6	5.8	6.2
6. I thought I would stay in if I liked it well enough, but I don't	19.5	28.6	27.6	24.5	32.8	29.0	32.4
7. I want to stay in now, but for certain reasons, I can't	2.6	4.3	5.2	3.8	5.4	4.6	4.5
8. I'm planning on re-enlisting in the Navy	0	1.6	2.0	.7	1.3	1.0	1.9
9. I'm re-enlisting (Army, Air Force, Marines, etc.)	.3	1.7	.4	.7	1.1	.8	.6
0. Miscellaneous, no answer	7.1	4.7	8.4	10.4	7.3	6.4	7.2
N =	308	1431	250	3551	708	3737	1577

Table XI, page 49 shows the group responses to a question on this subject. It can readily be seen that this question did not separate the groups to any great extent. They indicate that their future plans in relation to the Navy are very much alike. The Submarine Group responses are just a little more favorable than any other, while the School and Training Group shows the least probability of reenlisting in the regular Navy and the most of joining the Naval Reserve.

The percentage of all separatees who indicated they would reenlist within three months was only one per cent, which is by no means the type of advertising appeal that could ever be placed on a recruiting poster.

Since the future plans of these men do not involve the Navy to any extent it would be interesting to know just what they expect to do. Table XII, page 50 provides some answers to this question.

The greatest difference between the groups that is apparent in this question is in their expressed intentions to return to school or college. The School and Training Group leads the highest of the other groups by over 33 percent. The rank order of the groups obtained by using the percentages of the groups returning to school is almost the same as the overall rank order obtained in Chapter III (Table VI) and correlates .86 with it. Another interesting correlation in this area is that obtained by correlating the rank order of the groups resulting from a ranking on

[illegible]

TABLE XI

QUESTION 2.

As it looks now, what are your plans in relation to the Navy, for the next few months?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	** Weight
1. Plan to re-enlist immediately at the Separation activity	.3	.3	.8	.3	.1	.2	.5	1
2. Plan to re-enlist within three months to hold my rate	0	1.3	1.2	.8	1.3	.4	.5	2
3. Probably re-enlist, unless I find something in civilian life	1.0	4.7	7.6	6.5	5.6	6.9	7.2	3
4. Going out to look around, may or may not re-enlist	6.5	15.8	17.6	13.4	15.0	13.1	15.0	4
5. Leaving the active Navy, Joing the Naval Reserve	50.6	31.0	32.8	31.0	33.0	23.7	27.5	5
6. Leaving the Navy completely, not joing the Naval Reserve	27.3	28.2	23.2	26.8	25.2	33.8	29.5	6
7. Leaving the Navy to enlist in some other military service	2.0	3.6	.5	2.2	3.0	2.2	2.5	4
8. Just don't know what I'll do	5.5	9.3	10.0	10.2	9.7	12.3	10.2	4
0. No answer, miscellaneous	6.8	5.9	6.0	9.5	7.0	7.4	6.9	4
N* =	308	1431	250	3551	708	3737	1577	

* N represents number of men in each group

** Weight assigned each alternative for quantification

TABLE XI

CONSTRUCTION OF VIRGINIA IN 1870 CENSUS

(CONCLUDED)

[illegible]

TABLE XII

QUESTION 6.

What kind of work do you think you'll be doing after discharge?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. Re-enlisting in the Navy	0	1.0	1.2	.7	1.1	.3	1.1
2. Working on a farm	1.6	5.3	5.2	6.2	7.9	7.4	7.3
3. Going to some school or college, full time	58.1	28.5	31.6	27.4	16.5	20.4	20.8
4. Going to some school or college part time, work part time	24.0	19.5	17.2	17.7	16.0	18.1	17.6
5. Taking a civilian job about like my Navy job	3.2	8.5	11.6	9.3	16.2	9.9	13.0
6. Taking a civilian job quite different from my Navy job	4.8	14.7	13.1	13.5	14.4	18.4	16.1
7. Take about any reasonable job I can get	.6	3.7	3.2	3.5	5.1	5.0	4.2
8. Joining another branch of military service	.6	2.6	.4	1.1	2.0	1.2	1.4
9. Haven't quite made up my mind what I'll do	3.9	9.2	11.6	9.8	11.4	10.8	10.7
10. Miscellaneous, no answer	3.2	7.1	4.8	10.8	9.3	8.4	7.5
N =	308	1431	250	3561	708	3737	1577

TABLE XII

Response to Alternatives in Percentages

School	Avia-tion	Sec-ondary	Acade-mic	Com-merce	Pub-lic Serv.	Mil-itary
[illegible]	1.0	1.3	1.1	.4	1.4	[illegible]
1.8	1.0	6.4	6.3	7.4	7.3	[illegible]
[illegible]	23.8	21.7	27.4	15.5	20.4	20.0
[illegible]	18.6	15.4	17.7	15.0	18.1	17.1
[illegible]	7.5	11.8	6.7	17.2	5.	14.1
4.0	14.7	13.1	12.5	14.4	16.4	17.1
.0	5.7	3.2	3.8	5.1	6.7	4.0
.5	3.7	.4	1.1	3.0	1.5	1.4
2.2	3.2	1.5	5.8	11.4	10.1	10.
2.2	7.1	4.8	10.0	5.5	8.4	7.0
208	1427	886	2551	70.	2727	1817

QUESTION 6.

What kind of work do you think you'll be doing 5-year discharge?

1. Specialist in the Navy
2. Working on a farm
3. Going to some school or college, still line
4. Going to some school or college part time, work part time
5. Taking a civilian job sort like my Navy job
6. Taking a civilian job quite different from my Navy job
7. Make about any reasonable job I can get
8. Joining another branch of military service
9. Haven't quite made up my mind what I'll do
10. Miscellaneous, no answer

the basis of percentage enlisting for the G. I. Bill (Table X, page 47), with the overall rank order, Table VI, Chapter III, a value of .73 is obtained in this case.

B. Difference in Attitudes Toward Environment.

One could well hypothesize that since the Navy is made up of such a wide variety of ships, bases, air stations and other commands there should be a large variation in the attitudes of the men toward these many environments. That this is true will be evident from the analysis that follows, however these differences are not always in the direction that one might expect. Some aspects of the purely physical environment will be considered first.

The Navy Mess. In the matter of food and its preparation one would normally expect that it would be better at a shore station than on a ship and that it would be better on a larger ship than on a smaller one. However an examination of Table XIII, page 53, does not bear out this hypothesis. The Submarine Group is well ahead of any other group in all-around approval of the food and its preparation. Over 27 per cent of this group expressed favorable attitudes as compared with 11 per cent of the Aviation Group, 17 per cent of the Shore Duty Group and 12 per cent of the Combatant Ship Group. By far the biggest percentage of all groups seemed to feel that the food was good enough but that it was poorly prepared and even here the Submarine Group had 45 per cent as compared with 51 per cent of all separatees. This

the [illegible] , [illegible] (, page 47), which has been [illegible] in the [illegible] III, [illegible] .

[illegible] Differences in Children's Overall Adjustment.

[illegible] made up of [illegible] and other [illegible] attitudes of the [illegible] environments. [illegible] this [illegible] however [illegible] that are [illegible] environmental [illegible] .

The [illegible] . In the [illegible] stratification [illegible] a above [illegible] on a [illegible] there. [illegible] group [illegible] over [illegible] as [illegible] cent [illegible] ship [illegible] seemed [illegible] poorly [illegible] cent [illegible] .

group was also lowest in the percentage of those who said both the food and the cooking was poor, 9 per cent as compared with the overall 17 per cent. One factor that probably influenced the Submarine Groups attitude of relative approval is that men on this type of duty receive a somewhat larger ration allowance than those on other duty.

ven the best of food can not be properly prepared nor enjoyed without adequate galleys and comfortable, clean mess halls. With the limited space available on submarines for facilities of this nature, it would be logical to suppose that the Submarine Group would rank at the bottom in attitudes toward messing facilities. Again, as in the previous question, one would be wrong in making such an assumption. n inspection of Table XIV, page 54, discloses the surprising fact that 25 per cent of the Submarine Groups approved of their messing facilities in every way while the next highest group had a percentage of only five. At the other extreme of the approval scale, the Submarine Group had only 9 per cent who said these facilities were poorer than necessary compared with an overall separatee average of 20 per cent.

While on the subject of messing facilities a personal observation may be of interest. At an air station where the writer was recently on duty, the mess officer started the practice of putting tablecloths on all the tables in the mess hall with the result that the attitude of the men toward the mess and the food showed a decided improvement. Such

group is also [illegible]
both [illegible]
pare [illegible]
ably [illegible]
approval [illegible]
what [illegible]

[illegible]

nor object [illegible]
mass [illegible]
for [illegible]
poses [illegible]
ability [illegible]
vious [illegible]
tion. [illegible]
surprise [illegible]
approach [illegible] individuals in every [illegible]
next [illegible]
other [illegible]
bad only [illegible]
than [illegible]
of 20 [illegible]

[illegible]
objective [illegible]
with [illegible]
produce [illegible]
mass [illegible]
the [illegible]

TABLE XIII

QUESTION 5. Response to Alternatives in Percentages

What do you think of Navy chow?

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Usually pretty good food and pretty well prepared	13.1	10.8	27.3	17.5	19.1	12.5	13.4	1
2. Food was good enough, but poorly prepared	58.9	57.4	45.5	47.1	48.1	54.1	48.6	2
3. Food was not too good, but the cooks made the best of it	3.2	4.9	7.3	7.3	10.7	6.9	9.2	3
4. Food was poor and so was the cooking	13.7	15.2	9.1	14.0	11.6	16.0	17.2	4
5. What's the difference if there just isn't enough food	1.4	2.2	2.7	1.7	2.3	2.2	3.3	5
6. No answer, miscellaneous	9.0	9.5	8.1	12.3	8.1	8.4	8.2	3
N =	153	738	110	1605	345	1848	783	

TABLE XIII

Responses to Alternatives in Percentages

QUESTION 5.

"How do you think of Mary Glowy?"

	School and Training	Relation	Combination	Share	Ambition	Concert	Nurse-Illness	Weight
1. Usually pretty good food and pretty well prepared	32.1	10.8	27.3	17.8	15.1	18.5	15.4	3
2. Food was good enough, but poorly prepared	52.9	27.4	40.0	47.1	46.1	54.1	4.0	2
3. Food was not too good, but the cooks made the best of it	[illegible]	4.0	1.3	7.3	10.7	8.3	[illegible]	5
4. Food was poor and so was the cooking	1.7	15.8	8.7	18.0	11.3	16.0	17.[illegible]	4
5. Not a the difference if there just isn't enough food	1.4	8.8	2.7	1.7	8.3	0.2	8.5	6
6. No answer, miscellaneous	8.0	5.5	0.1	12.5	8.1	0.4	7.8	6
N =	142	728	110	1506	446	1840	[illegible]	

TABLE XIV

QUESTION 9.

How would you describe your messing facilities?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. They were really good in about every way	3.2	4.0	25.0	4.3	4.7	3.5	4.1	1
2. About as good as could be expected	21.2	16.0	28.6	20.3	17.9	20.3	19.7	2
3. Could have been better, could have been worse	28.4	30.0	19.3	28.3	30.3	30.3	28.8	3
4. Poorer than necessary	29.7	24.0	9.3	18.6	19.8	20.4	21.3	4
5. No excuse for how bad they were	9.7	17.5	10.0	16.9	19.0	19.2	20.3	5
6. I was on commuted rations	0	3.5	0	2.6	.5	.9	1.5	3
7. Miscellaneous, no answer	7.7	4.5	7.8	8.9	7.7	5.2	4.4	3
N =	155	693	140	1946	363	1889	794	

TABLE XIV

Responses to Alternatives in Percentages

QUESTION 9.

How would you describe your reading facilities?

	School and training	Civilian	Submarine	Shore	Highlight use	Comfortable unit	Miscellaneous	Total
1. They were really good in about every way	3.2	4.1	10.0	6.5	4.7	3.8	4.1	1
2. About as good as could be expected	21.6	15.0	[illegible]	20.0	17.8	20.3	19.7	2
3. Could have been better, could have been worse	38.4	30.0	16.5	28.4	30.8	16.3	28.[illegible]	3
4. Poorer than necessary	26.7	24.0	[illegible]	15.[illegible]	19.[illegible]	20.4	21.8	4
5. No excuse for how bad they were	8.7	17.8	10.0	18.4	16.0	16.8	20.3	5
6. I was on commended rations	0	3.8	0	6.[illegible]	.6	.4	1.5	6
7. Miscellaneous, no answer	7.7	4.0	7.8	8.9	7.7	8.2	4.4	7
N =	156	265	140	1848	352	1839	734	

small considerations are greatly appreciated by the men and can serve to make the overall morale just a little higher.

Living Quarters. One remaining item in the "housekeeping" area will be considered and that is the living quarters. Table XV, page 56, gives the opinions of the separatees on their living quarters. The percentage of all separatees who were reasonably satisfied with their living quarters was forty-five and the group percentages were very close to this figure with the exception of the School and Training Group and the Submarine Group, who were both somewhat higher. Only about 12 per cent of the latter group expressed marked dissatisfaction with their living quarters as compared to 26 per cent of all separatees. From a general consideration of this question and the preceding one, it appears that there is a negative correlation between the amount of space available for ordinary living comforts, and attitudes toward these items.

C. Liberty, Leave and Off-duty Time.

The next items to be considered under the general heading of environmental factors are those enumerated above. Table XVI, page 57, shows the group attitudes on liberty and leave and Table XVII, page 58, those on off-duty time.

Liberty and leave are essential factors in morale, but they are not all-important ones in the sense that morale will rise in direct proportion to the amount of liberty and leave granted. That all groups were well satisfied with

small [illegible] can serve to make the [illegible] [illegible].

Living in [illegible]. [illegible] keeping [illegible] and that is [illegible] quarters. Table [illegible], page [illegible], [illegible] separations on their [illegible] quarters. The [illegible] separations [illegible] quarters [illegible] close to [illegible] exception of the [illegible] relatives [illegible] [illegible] what higher. [illegible] expressed [illegible] as compared [illegible] [illegible]. [illegible] erai [illegible] it appears [illegible] amount of [illegible] attitudes [illegible].

[illegible]

[illegible] beaches [illegible] Table [illegible] and leave [illegible] Table VII, page [illegible], [illegible] line.

[illegible] are essential [illegible] but the [illegible] most important one is the [illegible] will [illegible] leave [illegible].

TABLE XV

QUESTION 10.

How do you feel about the living quarters you had?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. They were really good in almost every way	11.0	16.6	8.4	14.3	7.1	7.6	8.9	1
2. About as good as could be expected	43.5	30.3	49.5	30.8	31.0	37.8	32.2	2
3. Could have been better, could have been worse	21.4	22.7	23.6	22.0	28.2	25.3	26.2	3
4. Poorer than necessary	13.0	15.7	7.6	14.5	19.2	15.7	18.5	4
5. No excuse for how bad they were	6.5	8.0	4.8	9.9	10.7	8.9	10.8	5
6. I was not living in quarters supplied by the Navy	0	2.6	1.6	2.2	.8	.8	.7	3
7. Miscellaneous, no answer	4.2	4.1	4.4	6.3	2.7	3.7	3.3	3
N =	308	1431	250	3551	708	3737	1577	

TABLE XV

Responses to Alternatives in Percentages

QUESTION 10.

How do you feel about the Army quarters you had?

	School of Training	Civilian Housing	Undecided	Above	Ambulance	Comfortable	Admirable	Delightful
1. They were really good in almost every way	11.6	14.7	4.4	24.3	7.1	7.8	6.9	1
2. Just as good as could be expected	46.0	30.3	44.8	30.6	21.0	37.9	38.2	2
3. Could have been better, could have been worse	21.4	22.7	25.6	22.0	31.[illegible]	25.5	27.2	3
4. Poorer than necessary	15.0	15.7	7.8	14.3	14.3	10.7	14.9	4
5. No excuse for how bad they were	6.5	5.0	4.8	8.4	10.7	6.8	10.[illegible]	5
6. I was not living in quarters supplied by the Army	0	2.6	1.5	2.2	[illegible]	[illegible]	[illegible]	6
7. Miscellaneous, no answer	4.7	4.1	4.4	3.3	8.7	4.7	3.3	7
	Wo	Men	Non	Regl	Vol	Ser	Left	

TABLE XVI

QUESTION 8.

Did you get your fair share of liberties and leaves?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Yes, I got my fiar share of both	81.0	73.6	68.1	62.1	58.9	66.3	53.7	1
2. I got my fair share of liberties, but not leaves	7.2	14.2	22.8	17.4	22.6	19.4	24.8	2
3. I got my fair share of leaves, but not liberties	5.9	6.1	1.8	5.6	7.5	5.3	8.7	3
4. No, I did not get my fair share of either	3.3	4.5	7.3	9.8	7.8	7.4	10.2	4
5. Miscellaneous, no answer	2.5	1.6	0	5.1	3.1	1.3	2.6	2.5
N =	153	738	110	1605	345	1848	783	

QUESTION 9.

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE XVII

QUESTION 7.

Did you get as much off-duty time as you had coming to you?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Yes, as much as I had coming	70.5	59.5	54.2	55.2	44.3	43.2	38.3	1
2. Yes, but I really needed more	9.7	6.6	4.3	5.8	5.8	7.8	6.5	2
3. I'm not sure	3.9	7.5	8.6	7.9	10.7	9.2	11.3	3
4. No, I did not get what was coming to me	12.9	22.6	25.7	25.5	34.2	35.3	40.0	4
5. Miscellaneous, no answer	3.2	3.8	7.2	5.1	5.0	7.1	2.9	2.5
N =	155	693	140	1946	363	1889	794	

TABLE XVII

Responses to Alternatives in Percentages

School and Working	Pla-ces	Sub-mar-ine	Above	Sham-bol-ics	Com-bat-ant	Ame-ri-can	Total
[illegible]	[illegible]	54.1	8[illegible].2	44.[illegible]	45.[illegible]	[illegible]	1
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2
[illegible]	7.6	[illegible]	[illegible]	[illegible]	[illegible]	1[illegible].3	3
[illegible]	[illegible]	[illegible]	8[illegible].[illegible]	[illegible]	[illegible]	[illegible]	4
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

the amount of both received in their particular branches of the service is readily apparent from an inspection of Table XVI, page 57.

In the matter of off-duty time however, considerably greater differences show up between the groups. In Table XVII, page 58, we see that the School and Training, Aviation, Submarine and Shore Duty Groups were better satisfied with the amount they received than the Amphibious, Combatant and Auxiliary Groups. This can be explained to some degree by the very nature of the duties of the groups. On the one hand we have the shore-duty type routine with definite office hours and fewer round-the-clock watches and on the other hand, the sea-duty routine with many more round-the-clock watches consisting of four hours on and eight hours off watch.

Leisure Time Activities. The amount of off-duty time in itself may not be enough to create favorable attitudes. Unless the man has something interesting to do with his leisure time his morale may be lowered regardless of how much off-duty time he is given. Such things as group picnics, dances, smokers and sports in which large numbers of the men take part are good for morale. It is necessary however for the officers to get behind these programs and show an active interest in order for them to be successful.

A study of Table XVIII, page 61, indicates that the officers left much to be desired in the opinions of the men

the author's [illegible] in [illegible]
the series is [illegible]
XVI, page 57.

In the matter of [illegible]
greater [illegible]
XVII, page 59, [illegible]
tion. [illegible]
with the [illegible]
and [illegible]
by the [illegible]
hand we [illegible]
[illegible]
land. [illegible]
watches [illegible]
watch.

Signal and [illegible]

time in [illegible]
tubes. [illegible]
[illegible]
how much [illegible]
picture, [illegible]
of the [illegible]
however [illegible]
show [illegible]
[illegible]
offices [illegible]

of all groups, in the promotion of general recreation. The School and Training Group showed the most favorable attitudes and the Auxiliary Group the most unfavorable. All groups except the School and Training Group, were very close to the overall separatee responses to this question, indicating a general low level of officer interest in recreational programs.

TABLE XVIII

QUESTION 11,

Response to Alternatives in Percentages

How much interest did your Officers show in seeing to it that the men had good entertainment, sports and general recreation?

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. They really went to bat and did a good job	21.1	17.7	11.6	17.8	10.6	12.6	8.6	1
2. They tried alright, but didn't do too well	31.5	23.4	25.6	22.4	21.5	23.6	22.4	2
3. They showed no interest, took no action for or against	16.8	16.4	19.4	16.2	22.4	18.1	18.1	3
4. They seemed to feel it was up to us to look out for ourselves	19.8	28.4	26.4	23.0	24.4	28.1	27.4	4
5. They seemed to be against our having any recreation	3.6	7.5	10.8	10.7	15.7	12.4	17.9	5
6. Miscellaneous, no answer	7.2	6.5	6.4	9.8	5.4	6.2	5.7	3
N =	308	1431	250	3551	708	3737	1577	

TABLE XVIII

Responses to alternatives in percentages

QUESTION II.

How much interest did your citizens show in seeing to it that the best food school entertainment, sports and general recreation

	School and training	Avia-tion	Color-ado	Green-ville	Com-bat-ant	Ser-vic-ing	Weight
1. They really want to see and did a good job	21.1	17.7	17.1	17.7	10.4	18.8	1
2. They cried alright, but didn't do too well	41.8	25.4	20.4	22.4	11.6	22.6	2
3. They showed no interest, took no action for or against	16.3	14.4	18.4	17.8	24.4	14.1	3
4. They seemed to feel it was up to us to look out for ourselves	19.9	28.4	28.1	23.0	44.1	2.7	4
5. They seemed to be against our having any interests	8.8	7.3	10.4	10.7	11.7	18.4	5
6. Miscellaneous, no answer	7.2	6.2	4.4	8.2	8.6	7.4	6
N =	20	461	280	261	108	270	1177

D. Attitudes Toward Superiors.

The relationships existing between superiors and subordinates can have a great effect upon morale. The organizational structure of the Navy is such that everyone has at least one superior whom he has to please and the way in which these superiors are perceived by the men is one of the more important components of morale.

Recognition as Individuals. In the preceding question it was quite clear that the men did not think their officers showed enough interest in the promotion of recreation. Table XIX, page 63, shows the extent to which the men felt themselves to be considered as individual human beings by their officers, apart from their role as "hired help". Here again, as was apparent in other attitudes, there is a distinct line of cleavage between the School and Training, Aviation, Submarine and Shore Duty Groups on the one hand and the Amphibious, Combatant and Auxiliary Groups on the other hand. Adding the percentages on the first two alternatives of this question (which indicate favorable attitudes) points this fact out very clearly; these are, in the order of the groups as listed above: 27.4, 25.3, 27.3, 25.1 and 19.1, 17.8, 14.4. Using these figures to rank the groups and correlating this rank order with that obtained in Chapter III (Table VI) gives a value of .96.

Credit for Achievement. Receiving credit for a job well done is more effective in promoting both morale and

[illegible]

. Attitudes Toward Leadership.

The motivational orientation between supervisors and [illegible] ordinates can have a great effect upon morale. The organizational structures of the Army is such that everyone has at least one superior [illegible] which these superiors are [illegible] by the Army is one of the more important [illegible].

Recognition as Individuals. In the preceding questionnaire it was quite clear that [illegible] showed great [illegible] table [illegible], there [illegible] to which the [illegible] their officers. [illegible] were again, [illegible] distinct [illegible] relation, [illegible] and the [illegible] other [illegible] motives [illegible] points the fact [illegible] of the [illegible] 15.1, IV.2, IV.4. [illegible] and [illegible]

Need for Achievement. [illegible] well [illegible]

TABLE XIX

QUESTION 18.

Do you feel that your Officers were really interested in your personal problems and your welfare?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Most of them were genuinely interested	10.4	6.8	5.5	8.4	4.9	5.1	2.9	1
2. Most of them showed a fair amount of interest	17.0	18.5	21.8	16.7	14.2	12.7	11.5	1
3. They were pretty much indifferent	9.8	8.5	10.0	7.7	9.0	7.5	6.8	4
4. Only a few showed a genuine interest	25.4	20.6	16.4	19.0	16.5	22.4	21.0	2
5. Only a few showed much interest	18.9	22.0	20.9	17.5	22.3	19.8	21.4	2
6. They mostly just ignored our interests	9.8	14.2	13.6	16.5	21.4	19.3	24.8	4
7. They usually rode roughshod over our interests	4.3	5.6	6.4	5.5	8.1	8.2	7.9	5
8. Undecided	3.9	2.8	4.5	3.4	3.2	2.7	2.4	3
0. Miscellaneous, no answer	0	1.1	.9	5.1	.6	1.1	1.7	3
N =	153	738	110	1605	345	1848	783	

efficiency than the negative approach of no acknowledgement of good work and quick censure for below standard work. For example, a coxwain bringing a boat alongside the gangway in a sloppy manner can be pretty sure of a reprimand from the officer of the deck, but is he equally as certain of a word of praise when he makes a good landing under adverse conditions? According to Table XX, page 66, the answer would be "no" for a large percentage of the men in all groups. The responses to alternative four in the table indicate this attitude very clearly and the variation in the percentages is very small. The percentages of the groups who felt they did receive credit were relatively small and varied between 29 per cent for the School and Training Group and 18 per cent for the Submarine and Auxiliary Groups. A total evaluation of this table leads to the conclusion that officers in all branches of the service could improve morale by giving a little more credit for good performance in the daily work that must go on in any command.

Fair and Helpful Supervision. In the Navy hierarchy the immediate superior to almost all enlisted personnel is a petty officer. He bears much the same relation to his men as that of a foreman in industry. It is the petty officer who is in closest contact with the men in the performance of their daily tasks. A good one can make life smoother and happier for his men and in this respect he is an important factor in the morale composite.

It is apparent from a study of Table XXI, page 67, that the attitudes toward petty officers are more favorable than those toward officers, but in interpreting this table it must be remembered that 34 per cent of these separatees are petty officers themselves. The group percentage on all the alternatives are rather close together. The favorable attitudes shown by the first two alternatives vary from 64 per cent for the School and Training Group to 45 per cent for the Auxiliary Group. Using these percentages to get a rank order for the groups and correlating this with the overall rank order found in Chapter III (Table VI) gives a value of .82.

A petty officer who has to "pull his rate" to get things done usually is not a good leader. Table XXII, page 68, indicates that only a relatively small percentage in any group were guilty of this practice.

It is apparent from a study of Table [illegible], page [illegible], that the attitudes toward [illegible] are more favorable than those toward officers, but in interpreting this table it must be remembered that [illegible] of these personnelmen are petty officers 3 or [illegible]. The young personnelmen on all the alternatives are rather [illegible]. The favorable attitudes among [illegible] officers vary from [illegible] per cent for the [illegible] to 42 per cent for the [illegible]. Using [illegible] rank order for [illegible] overall rank order [illegible] Table (7) gives a value of .[illegible].

[illegible] officer [illegible] "[illegible]" [illegible] things [illegible] to work [illegible] and leaders. Table XXV, page 58, indicates [illegible] a relatively small percentage [illegible] any group [illegible] in practice.

TABLE XX

QUESTION 26.

Do you think your Officers generally gave you credit for the work you did?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Yes, they did	29.4	27.0	18.2	20.1	24.5	20.6	19.0	1
2. Think so, but I'm not sure	11.8	12.2	19.1	11.3	10.2	10.5	10.3	2
3. Undecided, I don't really know	7.6	9.1	10.9	9.1	8.4	8.8	7.8	3
4. Only when I didn't satisfy them, not when I did a good job	21.6	17.4	20.0	16.3	19.1	18.5	21.4	4
5. I don't think they knew one way or another	17.0	20.7	17.3	16.3	20.9	21.7	21.7	3
6. No, I know they didn't	11.1	12.2	13.6	12.9	15.9	18.4	19.9	5
0. Miscellaneous, no answer	1.3	1.5	.9	.5	.9	1.5	.9	3
N =	153	738	110	1605	345	1848	783	

TABLE XXI

Response to Alternatives in Percentages

QUESTION 29 In general, were your petty officers fair and helpful?	School and Training	Aviation	Submarine	More	Amphibious	Combatant	Auxiliary	Weight
1. Almost all of them were	15.0	20.3	31.8	15.9	13.3	16.6	15.3	1
2. Most of them were	46.0	35.0	50.0	38.5	37.1	31.8	24.8	2
3. About 50-50	16.4	20.9	14.5	19.4	22.9	18.5	20.4	3
4. Few of them were	9.1	13.8	17.4	16.5	13.3	16.4	18.8	4
5. Most of them were not	3.3	4.6	2.7	5.7	4.1	7.5	6.1	5
6. They generally just ignored us	1.3	2.3	.0	4.2	1.5	4.0	4.8	4
7. Undecided	3.9	.3	.9	1.2	.9	1.0	.9	3
8. Miscellaneous, no answer	0	1.5	1.8	4.7	2.0	1.2	1.3	3
N =	153	723	110	1505	345	1948	703	

TABLE XXII

QUESTION 20

Response to Alternatives in Percentages

How many of your Petty Officers "pull their rate" in ways that seemed unnecessary or out of line?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Practically none	23.6	23.2	33.6	19.7	20.8	16.0	19.0	1
2. Only a few	58.2	53.3	45.5	48.2	51.3	44.1	46.0	2
3. About half	10.4	9.7	8.2	11.7	13.0	13.3	12.1	3
4. Most of them	3.9	7.9	5.4	8.6	9.9	13.9	13.3	4
5. Practically all of them	3.3	3.9	6.4	6.5	3.5	11.0	7.9	5
6. Undecided, not sure	.6	.8	0	1.3	1.4	.8	.8	3
0. Miscellaneous, no answer	0	1.2	.9	3.9	0	.9	.9	3
N =	153	738	110	1605	345	1848	783	

TABLE XXII

[illegible]

[illegible]

E. Job Satisfaction.

One conclusion reached by the Research Branch of the Army Information and Education Division as a result of their studies during World War II was that satisfaction with job assignment is perhaps the single most important factor of morale.[1] An indication of how the various groups felt about their jobs is presented in Table XXIII, page 70. Using alternatives one, two, four, and five and summating the percentages gives a total in each group who say they were satisfied with their jobs. These are as follows: School and Training, 88 per cent; Aviation, 71.7 per cent; Submarine, 71.2 per cent; Shore Duty, 59 per cent; Amphibious, 65.8 per cent; Combatant, 61.7 per cent; Auxiliary, 62.4 per cent. These percentages are quite high when compared with favorable attitudes in other areas. Correlating the rank order obtained by using these percentages with the overall rank order of Chapter III (Table VI) gives a value of .79.

Another indication of job satisfaction is found in Table XXIV, page 71. The question asked here gets at the importance of the job as well as the amount of attention it required. The biggest percentage of five of the groups agreed that their jobs were important and kept them busy. A slightly greater percentage of the Submarine and Auxiliary Groups felt their jobs were not really important and were mostly just "busy" work.

TABLE XXIII

QUESTION 15.

Response to Alternatives in Percentages

Did you get a chance to choose the kind of work you wanted to do in the Navy?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Yes, and I got what I wanted	63.0	31.8	44.0	22.6	26.3	23.9	26.6	1
2. Yes, they listened but gave me something else, but it turned out O.K.	14.9	20.6	12.8	16.7	15.5	15.7	14.1	1
3. Yes, but I didn't get what I wanted, and still don't like it	5.5	6.9	10.0	8.8	6.9	8.0	8.7	3
4. No, but I would have chosen this if I'd had the chance	1.3	4.3	3.6	4.4	6.6	5.5	4.8	1
5. No, but I'm satisfied anyhow	8.8	15.0	10.8	15.3	17.4	16.6	16.9	1
6. No, and I still don't like what I got	4.5	18.9	18.0	24.6	22.4	26.4	24.9	3
7. Miscellaneous, no answer	1.9	2.4	.8	7.7	4.7	3.3	3.8	2
N =	308	1431	250	3551	708	3737	1577	

TABLE XXIII

Responses to Alternatives in Percentages

QUESTION 15. If you get a change to choose the kind of work you wanted to do in the Army.	Technical and Training	Pla-ce-ment	Sub-marine	Ships	Amph-ibi-ous	Com-bat-ant	Air-Arm-ry	Total
1. Yes, and I was what I wanted	63.[illegible]	31.[illegible]	44.0	24.5	23.3	25.0	24.[illegible]	1
2. Yes, but they listened but they [illegible] [illegible] but I turned out [illegible]	14.[illegible]	20.[illegible]	14.[illegible]	16.7	15.[illegible]	15.7	14.1	1
3. Yes, but I didn't get what I wanted, and still don't like it	4.5	5.9	20.0	[illegible]	9.4	5.0	[illegible]	5
4. No, but I would have chosen this if I had the choice	1.5	4.5	3.[illegible]	4.4	5.5	5.6	4.	1
5. No, but I'm satisfied anyway	3.5	10.0	10.0	10.3	10.4	7.5	10.9	1
6. No, and I still don't like what I get	4.5	19.9	14.[illegible]	24.5	9.4	[illegible]	8.[illegible]	2
7. Dissatisfied, no answer	1.[illegible]	8.4	[illegible]	7.7	1.[illegible]	1.[illegible]	[illegible]	
N =	302	1481	150	2[illegible]1	[illegible]	[illegible]	[illegible]	1

TABLE XXIV

QUESTION 13.

Did your Navy job have enough "meat" to it to keep you on your toes most of the time?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Important work and kept me pretty busy	44.5	38.9	32.8	34.9	36.3	33.9	33.6	1
2. Important enough, but didn't keep me very busy	26.0	24.1	18.8	19.5	17.5	16.1	15.7	2
3. Not really important, mostly just "busy" work	13.0	21.9	33.2	24.9	32.2	30.4	37.6	4
4. Not important, and I wasn't very busy either	10.4	10.9	10.4	12.5	8.5	10.4	8.4	5
5. Miscellaneous, no answer	6.1	4.1	4.8	8.2	5.5	5.6	4.6	3
N =	308	1431	250	3551	708	3737	1577	

TABLE XXIV

Responses to Alternatives in Percentages

School Subjects	Avoid- ance	Sub- mission	Some	Angry Ret- ure	Con- ber- ant	Aus- tri- ary	Weight
	44.5	[illegible]	26.8	[illegible]	32.4	[illegible]	1
2. [illegible] very many	28.0	24.1	18.0	19.8	17.8	16.1	2
3. [illegible] mostly just "[illegible]" work	10.0	11.7	23.4	24.9	22.9	20.6	3
4. [illegible] of importance, and I was- [illegible] very many times	10.[illegible]	10.9	10.4	12.8	6.8	10.4	4
5. [illegible], no answer	6.1	6.1	4.3	8.2	[illegible]	[illegible]	5
N =	308	1471	[illegible]	[illegible]	[illegible]	[illegible]	

F. In the final part of this Chapter a few miscellaneous questions that show the attitudes of the groups about various aspects of Navy life will be analyzed.

Politics. In the Navy as in any large organization those in authority are in a position to take care of their friends in many ways. Such favors as choice bunks, fewer watches, better duty assignments, no working parties and permission to sleep in after reveille can be granted to men who are not always the most deserving in the eyes of their shipmates. On the other hand those not in favor can find themselves the recipients of many more unpleasant duties than they think they deserve.

Table XXV, page 73, gives the groups' impressions of how well they thought the merit system worked in the Navy. That a very small and similar percentage of the men in each group have not been disillusioned is evident from a study of alternative one. However the biggest percentage of all but one of the groups lean toward the more sophisticated viewpoint that the "breaks" depend more on "who you know" than "what you know". This same fact was brought out in a survey by the Army in 1945 of a representative cross section of enlisted men and company grade officers.[2] In response to a question on promotions in the Army, 60 per cent of the officers and 80 per cent of the men agreed that promotions were based on who you know and not what you know.

Promises. From an administrative standpoint, men can be promised things by anyone in the hierarchy from their

TABLE XXV

QUESTION 27

Response to Alternatives in Percentages

In your experience, do you think the most deserving men usually get the best breaks?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Almost always	6.8	5.9	6.0	6.3	6.3	5.8	5.0	1
2. Usually	24.8	13.3	16.6	18.7	14.0	13.3	14.3	2
3. About 50-50	26.0	23.1	25.0	22.7	24.8	20.4	20.9	3
4. Not very often	10.0	16.7	15.8	15.0	17.0	15.7	15.3	4
5. Hardly ever	3.3	6.3	6.4	5.5	5.1	6.3	5.8	5
6. Depends too much on "who you know", not "what you know"	28.8	32.4	24.0	31.3	31.0	36.0	37.1	6
7. Undecided	.6	.5	1.2	.7	.7	.8	.8	3
8. Miscellaneous, no answer	1.8	1.8	4.4	5.8	1.3	1.[illegible]	1.[illegible]	3
N =	508	1431	250	3561	70[illegible]	3737	1877	

petty officers on up to the commanding officer. In many cases those who make the promises are in no position to ever fulfill them. That this has been the case in many instances is very apparent from an inspection of Table XXVI, page 75. The favorable responses indicated by alternatives one and two give quite a spread in the percentages of the various groups. These percentages range from 40.2 per cent for the School and Training Group to 17.5 per cent for the Auxiliary Group, the overall mean for all separatees being 22 per cent. At the other end of the scale, using alternatives four and five, the percentages vary from 20.7 per cent for the School and Training Group to 44.6 per cent for the Auxiliary Group, the overall mean being 40 per cent. In the same survey referred to under Politics, a question on the subject of Army promises was asked and the results were even more unfavorable.[3] Seventy-six per cent of the men and 41 per cent of the officers agreed that Army promises are not kept most of the time.

petty offi[illegible]

cases there [illegible]

fulfill them. [illegible]

is very apparent [illegible]

the favorable [illegible]

two give quite a [illegible]

group. [illegible] for

school and [illegible]

group, the [illegible]

At the other [illegible]

tive, the [illegible]

and Trainin[illegible]

the overall [illegible]

ferred to [illegible]

procedes [illegible]

seventy-six [illegible]

agreed [illegible]

TABLE XXVI

QUESTION 17.

Response to Alternatives in Percentages

From your experience in the Navy, have you been promised things which they didn't make good on?

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. They practically always made good	14.6	6.6	8.4	4.8	2.3	3.7	3.3	1
2. They usually tried to make good	25.6	19.3	21.2	17.7	17.5	16.2	14.2	2
3. They made good only when they felt like it	22.7	19.6	15.6	17.9	18.8	19.5	19.9	3
4. Usually didn't make good their promises	5.8	12.4	13.6	11.3	14.3	13.3	14.0	4
5. Navy promises just don't mean anything	14.9	26.3	27.6	26.0	29.6	31.2	30.6	5
6. Was never promised anything by the Navy	11.7	11.1	8.4	12.7	12.4	11.1	12.3	3
7. Undecided	3.6	2.7	3.6	4.2	3.9	3.1	4.1	3
0. Miscellaneous, no answer	1.0	1.9	1.6	5.3	1.1	1.9	1.6	3
N =	308	1431	250	3551	708	3737	1577	

TABLE XXVI

Responses to Alternatives in Percentages

QUESTION IV.

From your experience in the Navy, have you been promised things which they didn't make good on:

	School and Training	Aviation	Submarine	Shore	Amphibious	Combat	Auxiliary	Reliefs
1. They practically always made good	14.6	6.5	8.4	4.8	2.3	5.7	3.5	1
2. They usually tried to make good	25.6	18.3	21.2	17.7	17.5	18.2	14.2	2
3. They made good only when they felt like it	22.7	18.6	18.6	17.9	18.8	19.5	18.6	3
4. Usually didn't make good their promises	8.8	18.4	18.2	11.5	14.5	15.5	14.0	4
5. Navy promises just don't seem anything	14.8	24.3	27.6	26.0	28.0	21.2	30.0	5
6. Has never promised anything by the Navy	11.7	11.1	8.4	12.7	12.4	11.1	12.3	6
7. Undecided	3.6	2.7	3.5	4.2	3.4	3.1	4.1	8
8. Miscellaneous, no answer	1.0	1.9	1.6	3.3	1.1	1.9	1.6	3
N =	308	1491	280	2821	708	2787	1577	

Privileges. In all military systems many customs exist which might appear to be rather arbitrary and not in accordance with democratic principles. Among these are the various practices having to do with greater privileges going together with greater rank. That this is just as true in any large organization outside the Navy may not be so apparent to the men while they are a part of the Navy. At any rate the men do have definite attitudes toward this system which have some effect upon their morale.

As far as the groups are concerned it is apparent from a study of Table XXVII, page 77, that there is very little difference between any of them except the School and Training Group. This group has the highest percentage of men who seem to feel that the system is allright and it also has the highest percentage who do not object to the privileges but to their abuse. In a survey of the Persian Gulf Command by the Army in 1943 a sample of 1,793 enlisted men was used.[4] At the end of the questionnaire about three fifths of the men took the trouble voluntarily to add written comments. Most of these comments concerned officers and officer-enlisted man relations and almost all were unfavorable. The overwhelming majority of the criticisms dealt with special privileges of officers, their concern for their own prerogatives and welfare, and their indifference to the deprivations of enlisted men.

It can be concluded that a majority of enlisted men do not approve of this system and have definite and unfavorable

TABLE XXVII

QUESTION 42

In all military systems, with greater rank and greater responsibilities, greater privileges have also been given. Has this bothered you any, or do you disagree?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. It's all very natural, and it's O.K. by me	31.8	23.7	22.0	22.1	19.3	20.6	20.6	1
2. I don't exactly like it, but it doesn't really bother me	10.4	13.3	10.8	12.1	12.5	12.0	12.5	2
3. I never really thought about it much	4.9	8.2	8.8	9.0	8.7	9.7	9.7	3
4. It's not the privileges, but the abuse of privileges that bothers me	32.2	21.3	21.6	19.2	19.9	18.3	22.7	4
5. It's always bothered me why privileges shouldn't be the same for everyone	7.4	11.9	14.0	10.3	13.0	13.2	11.3	4
6. This is one of the biggest reasons why I'm leaving the Navy	7.1	8.5	10.8	7.6	9.7	9.1	8.6	5
7. If it weren't for this, I'd probably stay in the Navy	1.4	1.9	0	1.9	2.5	2.3	2.1	5
8. Undecided, not sure	2.3	4.8	3.6	6.4	6.9	7.2	5.9	3
0. Miscellaneous, no answer	2.6	6.5	8.4	11.4	7.5	7.6	6.3	3
N =	308	1431	250	3551	708	3737	1577	

QUESTION A2

attitudes against it.

G. To get at a kind of summation of attitudes of the groups two final questions will be analyzed.

General Morale. A sort of overall appraisal of morale is shown in Table XXVIII, page 80. These responses probably give a good estimate of the group morale in the various branches of the service insofar as it was perceived by the men themselves.

The percentage of the Submarine Group who indicated that morale was very high in their last outfit is more than three times as great as any other group. This group has also the lowest percentage who thought that morale was rather low to very low. By using the percentage of the groups on alternatives one and two to get a rank order and correlating this with the overall rank order of Chapter III, (Table VI) a value of .86 is obtained.

Personal Summing-Up. It would be impossible to determine exactly what the words square deal might mean to any one individual, however it is quite probable that with the sample used in this survey these symbols have a fairly standard meaning. Many of the specific attitudes measured in this survey would go to make up this concept of square deal so that one could logically expect a high correlation between this composite and morale. By using the first alternatives of Table XXIX, page 81, which indicate favorable responses and adding the percentages, the School and Training Group

attitudes against it.

[illegible] get at a kind of [illegible] attitudes of the groups two final questions will be analyzed.

General morale. A sort of [illegible] appraisal of morale is shown in Table XXVIII, page 80. These [illegible] give a good estimate of the group morale in the various branches of the service insofar as it can be perceived by the men themselves.

The percentage of the Infantry group who indicated that morale was very high in their last unit is more than three times as great as any other group. This group has also the lowest percentage who thought that morale was rather low to very low. By using the percentage of the group on alternatives one and two it yields a rank order and correlation with the overall rank order of Chapter III, (Table VI) a value of .88 is obtained.

Personal morale. It would be impossible to determine exactly what the words square deal might mean to any one individual, however it is quite probable that with the sample used in this survey these symbols have a fairly standard meaning. Most of the specific attitudes measured in this survey would go to make up this concept of square deal so that one could logically expect a high correlation between this composite and morale. By using the first alternatives of Table [illegible], page 81, which indicate favorable responses and adding the percentages, the School and Training Group

leads all the other groups by a comfortable margin. A fairly distinct line of cleavage is apparent between the School and Training, Submarine and Aviation Groups on the one hand and the Shore Duty, Amphibious, Combatant and Auxiliary Groups on the other hand. Ranking the groups on the basis of these percentages and correlating this rank order with the overall rank order of Chapter III,(Table VI) gives a value of 1.0 or perfect correlation.

H. Summary.

In the first section of this Chapter various questions of the questionnaire were analyzed to show the attitudes of the separatees as one large group. These questions covered the areas of environment, subordinate-superior relations and job satisfaction. It was the purpose of this section to give a kind of over all description of the typical separatee in terms of his attitudes in the areas mentioned above.

In the second section of the Chapter a number of questions were analyzed with the objective of showing the extent to which the various duty assignment groups differed among themselves in certain specific attitudes. Several rank order correlation coefficients were computed to show the relationship between these specific attitudes and overall morale. A discussion of the findings of this Chapter will be presented in Chapter V as a part of the total findings of the thesis.

leads all the other groups by a considerable margin. Infantry distinct line of leadership is apparent between the corporal and training, student's and training officer's ratings. On the other hand, the other hand, mechanics, technicians and military [illegible] advantages and correlation. The rank order with the overall rank order of Table 1, (Table 4) gives a value of [illegible] or perfect correlation.

E. Summary.

In the first section of this chapter various questions of the questionnaire were analyzed to [illegible] the attitudes of the separatees [illegible] groups. These questions covered the areas of [illegible], subordinate-superior relations and job satisfaction. It was the purpose of this section to give a kind of [illegible] description of the overall separatee in terms of his attitudes in the areas mentioned above.

In the second section of the chapter a number of questions were analyzed with the objective of showing the extent to which the various duty assignment groups differed among themselves in certain specific attitudes. Several rank order correlation coefficients were computed to show the relationship between these specific attitudes and overall morale. Discussion of the findings in the chapter will be presented in Chapter V as a part of the total interpretation of the [illegible].

TABLE XXVIII

QUESTION 16.

Response to Alternatives in Percentages

In general, how would you say the morale was in your last outfit?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Very high	7.7	7.5	27.2	7.5	6.1	7.1	7.2	1
2. Fairly high	26.4	24.7	27.8	22.4	17.6	19.8	15.1	2
3. Just so-so	24.6	19.5	13.6	23.7	23.1	25.9	24.8	3
4. Rather low	29.0	25.4	17.2	21.5	24.5	23.5	26.2	4
5. Very low	12.3	22.2	12.8	20.2	28.4	22.3	25.6	5
0. Miscellaneous, no answer	0	.7	1.4	4.7	.3	1.2	1.1	3
N =	155	693	140	1946	794	1689	794	

TABLE XXVIII

QUESTION 16. Response to Alternatives in Percentages

In general, how would you say the morale was in your last unit?

	School and Training	Avia-tion	Sub-marine	Core	Amph-ibi-ous	Com-bat	Air-ary	Weight
1. very high	7.7	1.6	17.8	7.6	5.1	7.1	7.8	1
2. fairly high	25.4	24.1	27.7	28.4	2[illegible]	18.8	18.1	2
3. not sure	24.7	15.6	18.7	23.7	25.1	29.3	24.4	3
4. fairly low	28.0	25.4	17.4	21.0	24.5	[illegible]	28.8	4
5. very low	12.5	22.5	12.	9.2	[illegible]	[illegible]	[illegible]	5
6. Classification, no answer	[illegible]	.7	1.0	2.7	.6	[illegible]	1.1	6
N =	14[illegible]	3[illegible]	1[illegible]	1[illegible]	7[illegible]	[illegible]	704	

TABLE XXIX

QUESTION 34.

Response to Alternatives in Percentages

In general, do you think you've gotten a square deal from the Navy?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Yes, I have no real cause for complaints	43.8	26.7	36.3	26.6	23.0	23.1	21.3	1
2. Mostly yes, but not in every way	35.0	31.1	24.0	26.0	27.8	25.0	27.2	2
3. About 50-50	7.1	14.9	11.5	14.9	17.6	16.4	16.6	3
4. Too many things weren't right	6.2	12.6	9.8	11.7	13.2	13.5	14.5	4
5. No, on the whole, I don't think I did	5.9	12.6	14.0	15.1	15.9	18.7	17.5	5
6. Undecided, or not sure	1.3	.6	1.2	.8	.8	1.5	1.4	3
0. Miscellaneous, no answer	.7	1.3	3.2	4.9	1.7	1.8	1.5	3
N =	308	1431	250	3551	708	3737	1577	

TABLE XXIX

Responses to Alternatives in Percentages

Question 64.	General and Training	Aviation	Submarine	Shore	Amphibious	Communication	Auxiliary	Total
In general, do you think you're getting a square deal from the Navy?								
1. Yes, I have no real cause for complaint	44.1	57.7	56.5	54.0	53.0	53.1	51.3	1
2. Mostly yes, but not in every way	36.0	33.1	34.0	37.0	37.5	33.0	37.8	2
3. About 50-50	7.1	14.0	11.0	14.4	17.4	15.4	14.4	3
4. Too many things weren't right	6.3	12.4	9.8	14.7	13.2	13.0	14.0	4
5. No, on the whole, I don't think I did	8.4	32.6	10.0	32.1	15.4	14.7	17.1	5
6. Undecided, or no comment	1.3	.0	1.2	.	.4	1.0	1.4	6
7. Inadequate, no answer	.	1.5	0.2	0.1	1.7	1.1	1.0	6
N =	308	1831	750	1021	1010	2712	1.7	

CHAPTER V

Summary and Conclusions

It was the purpose of this study to determine the existence of a general morale composite and the extent to which this composite could serve to differentiate seven groups of separatees from the Navy. The grouping of the separatees was based upon their duty assignments. The solution of this problem was developed by the analysis of an attitude questionnaire administered to over 11,000 separatees. In this analysis the specific attitudes which go together to make up the morale composite were presented and it was shown that distinct differences existed between groups on certain of these attitudes.

On the basis of the statistical analysis presented in Chapter III it can be concluded that an overall or general morale factor does exist and that a quantification of this factor by the Likert technique establishes a definite pattern of responses and results in a rank order which differentiates the groups. The findings do not serve to assign an absolute value of morale to any group but they are definite and adequate enough to warrant conclusions regarding the relative degree of morale of any one group when compared with the other groups.

The attitudes which formed the component parts of the overall morale composite measured in Chapter III were discussed at some length in Chapter IV. To briefly summarize the findings of this chapter a few of the more noticeable

[illegible]

[illegible] which this [illegible] groups of [illegible] separation [illegible] nation of this [illegible] attitude [illegible] rees. [illegible] gether to [illegible] it was [illegible] on certain [illegible]

[illegible] in [illegible] morale factor [illegible] factor by [illegible] of [illegible] the group. [illegible] value of [illegible] quite [illegible] degree of [illegible] other [illegible]

[illegible] the [illegible] discussed [illegible] the [illegible]

differences in attitudes will be pointed out.

That the School and Training Group is more goal-directed, even though the Navy is only an incidental step along the way, is quite evident from the greater percentage of this group who say they enlisted only for the G. I. Bill and who plan to return to school or college. All groups are very low in percentages who expressed the intent to reenlist.

In the area of food, messing facilities and living quarters, the Submarine Group is well ahead of the other groups in the percentage expressing favorable attitudes, in spite of the obvious limitations of space on board a submarine.

All of the groups were fairly well satisfied with the amount of liberty and leave they received. In the matter of off-duty time, the three essentially shore duty type groups plus the Submarine Group show somewhat more favorable attitudes than the sea duty groups.

The conclusion that the type of leadership these men have experienced was not of the highest order is inescapable. Although there were some differences between the groups in their attitudes in this field of relationships with superiors, by far the greatest percentage of all groups felt they were not recognized as individuals, did not receive credit for achievement and did not get fair and helpful supervision.

The attitudes toward their jobs were much more favorable than in other areas and this was true of all groups, with the School and Training Group leading the others by a small margin.

differences in attitudes will [illegible] .

[illegible] and [illegible] [illegible] or-
direction, even though [illegible] law, is [illegible] as I [illegible] [illegible]
along the way, is quite evident from the [illegible] [illegible]
of this group who are [illegible] only [illegible] . [illegible]
and who plan to return to school or college. All [illegible] are
very low in [illegible] [illegible] [illegible] to [illegible].

In the case of [illegible], [illegible] [illegible] [illegible] [illegible] [illegible]
quarters, the [illegible] group is well [illegible] [illegible] [illegible]
groups in the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
ple of the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
amount of [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
off-duty [illegible], [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
plus the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible]udes than the [illegible] [illegible] [illegible].

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
have experienced the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

Although [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible]ably attitudes [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible],
[illegible] far the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
not recognize [illegible] [illegible], [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
achievement [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible]ble time [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible],
[illegible]ith the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible]mall [illegible].

In the area of what might be termed the "Navy system" there was not much difference between the attitudes of the various groups. Only a very small percentage of any of the groups felt that the most deserving men always got the breaks, but rather most of them believed it depended on who you know and not what you know. The School and Training Group fared considerably better than most of the other groups in the fulfillment of promises. This same group was also less critical about greater privileges going with greater rank, although at the same time they had the highest percentage who decried the abuse of privileges.

One of the most outstanding differences in the groups appeared in the responses to a question which asked the men to evaluate the morale in their last command. The Submarine Group had a percentage which was more than four times greater than any other group who said the morale was very high. It is very probable that these men were giving an evaluation of group morale in this question and it is evident that the Submarine Group shared in this feeling to a considerable extent, since they ranked second in the overall morale ranking.

Slightly more than half of all separatees felt that they had gotten a square deal from the Navy. When broken down into groups, the School and Training Group led the rest in showing favorable reactions. There was a fairly definite line of division in favorable responses to this question, between the School and Training, Submarine and Aviation Groups on the one hand, and the Shore Duty, Amphibious, Combatant

In the area of what might be termed the "Navy system" there was not much difference between the attitudes of the various groups. Only a very small percentage of any of the groups felt that the more fees [illegible] but rather most of them believed it depended on who you knew and not what you know. The [illegible] considerably better than most of the other groups in the fulfillment of promises. This same group was also [illegible] about greater privileges going with greater [illegible] the same [illegible] abuse of privileges.

One of the more [illegible] appeared in the responses to a question which asked the men to evaluate the morale [illegible]. The [illegible] Group had a percentage which was more than [illegible] than any other group [illegible] is very possible [illegible] group morale [illegible] marine [illegible] to a considerable extent, since they rushed ahead in the overall morale ranking.

[illegible] they had [illegible] from the [illegible] down into [illegible] in about three [illegible] reactions. There was a fairly definite line of division [illegible] responses to this question, between the [illegible], executive and [illegible] on the one hand, [illegible], commissaries

and Auxiliary Groups on the other hand.

From the analysis presented in this thesis, it can be concluded that a general morale factor does exist and that groups of men who have served in different branches of the Navy can be differrentiated in respect to morale. Furthermore, it is apparent that these groups show differences in attitudes toward specific aspects of the Navy environment. It was not the purpose of this study to show why one group did differ from another in morale or any of its components, nor was the questionnaire designed for this end. As was stated in Chapter I, the questionnaire was designed primarily to find out why men separate from the Navy and although this study was not concerned with that particular problem, the evidence adduced regarding the morale of the various groups should help in answering that question.

It would seem that the main value of this study is found in the fact that, like an exit interview in industry, it points up or emphasizes how these separatees felt about their particular part of the Navy as they left it for civilian life. That they found many shortcomings and undesirable aspects in their experience with the Navy is quite apparent, but that they did not feel especially bitter is equally apparent. It is significant that these men were not so much concerned about the physical environment inherent in the different branches of the Navy, as they were about their relations with their superiors or the various administrative practices which affected them. For it is in the area of superior-

subordinate relations that the greatest opportunity exists for the improvement of morale regardless of the branch of service involved.

Chapter References

Chapter I

[1] "Why Men Leave the Navy". Unpublished document of the Field Research Section, Bureau of Naval Personnel. Washington, D. C.: Navy Department.

[2] Samuel A. Stouffer, and others, The American Soldier, 4 Vols. (Princeton, New Jersey: Princeton University Press, 1949).

[3] Quinn McNemar, "Opinion-Attitude Methodology", Psychological Bulletin, 43: 365, July, 1946.

[4] Field Research Section, op. cit.

[5] Rensis Likert, "A Technique for the Measurement of Attitudes". Archives of Psychology, N. Y., 1932, 22, No. 140, 1-55.

Chapter II

[1] Stouffer, op. cit.

[2] "Human Factors In Undersea Warfare", Committee On Undersea Warfare, National Research Council, 1949 (Washington, D. C.: United States Government Printing Office, 1949).

[3] Ibid., pp. 463-475.

[4] Survey of Amphibious Forces. Unpublished Document of the Field Research Section, Bureau of Naval Personnel, 1945. Washington, D. C. : Navy Department.

[5] Unpublished Document of the Procedures Analysis Office, Office of the Director of Personnel, Headquarters, U. S. Marine Corps, 1949. Washington, D. C.: Navy Department.

Chapter III

[1] Field Research Section, op. cit.

[2] Likert, op. cit.

For example, taking Question 5, Table XIII, page 53, and using the percentages listed under "School and Training" and multiplying each of these percentages by the corresponding number in the "Weight" column the following figures are obtained:

13.1	X	1	=	.131
58.9	X	2	=	1.178
3.9	X	3	=	.117
13.7	X	4	=	.548
1.4	X	5	=	.070
9.0	X	3	=	.270
		Total	=	2.314

The value 2.314 is the mean value for the School and Training Group on this question and appears in Table V under the "School and Training" column heading. In the same manner all of the values appearing in Table V were computed.

[3] Correlation techniques are methods of determining whether or not there is a relationship between two variables

and the degree of this relationship. The coefficient may have any value from 1.00, perfect positive correlation, to (-) 1.00, perfect negative correlation. A value of zero indicates an absence of any relationship.

[4] R. S. Woodworth, Experimental Psychology, (New York: Henry Holt, 1938), p. 373. The mean ranks computed in Table VI were used in finding the average intercorrelation. The formulae used were as follows:

$$r_{av} = \frac{\sigma^2_{MR} \times N - 1}{\sigma^2_{WR} \times N - 1}$$

$$\text{where } \sigma^2_{MR} = \frac{\Sigma MR^2}{N} - \left(\frac{\Sigma MR}{N}\right)^2$$

$$\sigma^2_{WR} = \frac{N^2 - 1}{12}$$

σ_{MR} = Standard deviation of the obtained mean ranks.

σ_{WR} = Standard deviation of a set of whole ranks.

N = Number of ranks.

[5] Allen L. Edwards, Statistical Analysis, (New York: Rinehart & Company, Inc., 1946), p. 124.

The formula used in this computation was:

$$\rho = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$

where ρ = the rank-difference correlation coefficient.

D^2 = the difference squared between each pair of ranks.

N = the number of pairs of ranks.

Chapter IV

[1] Information and Education Division, Army Service Forces. What is Morale? *What the Soldier Thinks*, 1943, No. 1. 1-7.

[2] Stouffer, Vol. I, *op. cit.*, p. 422.

[3] Stouffer, Vol. I, *op. cit.*, p. 423.

[4] Stouffer, Vol. I, *op. cit.*, p. 369.

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APPENDIX A

1. Are you single or married? (x one answer)

1___Single and not engaged
2___Single and engaged
3___Married
4___Divorced or separated
5___Divorced and remarried
6___Widowed
7___Other (what?)

2. As it looks now, what are your plans, in relation to the Navy, for the next few months? (x one answer)

1___Plan to re-enlist immediately at the Separation Activity
2___Plan to re-enlist within three (3) months to hold my rate
3___Probably re-enlist, unless I find something special in civilian life
4___Going out to look around, may or may not be back to re-enlist
5___Leaving the active Navy, joining the Naval Reserve
6___Leaving the Navy completely, not joining the Naval Reserve
7___Leaving the Navy to enlist in some other military service (Marine, Air Force, Army, or Coast Guard)
8___Just don't know what I'll do

3. How did you like your last ship or station? (x one answer)

1___Proud to have been on board
2___It was a pretty good deal for me to be in
3___Could have been better, could have been worse
4___Didn't care much for it, but didn't mind too much
5___Stayed on board only because I was getting out soon anyhow
6___Asked for a transfer but didn't get it

4. Taking everything into consideration (food, clothing, lodging, pay, etc.) do you think you'd be better off FINANCIALLY in, or out, of the Navy? (x one answer)

1___Be ahead by staying in the Navy
2___Make out about the same either way, civilian or in service
3___Be ahead by turning civilian
4___Be ahead by enlisting in (Army, Marine, Air Force, Coast Guard)
5___Don't know for sure

[illegible]

1. [illegible]

___ 1 [illegible]
___ 2 [illegible]
___ 3 [illegible]
___ 4 [illegible]
___ 5 [illegible]
___ 6 [illegible]
___ 7 [illegible]

2. [illegible]

[illegible]

___ 1 [illegible]
___ 2 [illegible]
___ 3 [illegible]
___ 4 [illegible]
___ 5 [illegible]
___ 6 [illegible]
___ 7 [illegible]
___ 8 [illegible]

3. [illegible]

___ 1 [illegible]
___ 2 [illegible]
___ 3 [illegible]
___ 4 [illegible]
___ 5 [illegible]
___ 6 [illegible]

4. [illegible]

___ 1 [illegible]
___ 2 [illegible]
___ 3 [illegible]
___ 4 [illegible]
___ 5 [illegible]

5. What do you think of Navy chow? (x one answer)

1___Usually pretty good food and pretty well prepared
2___Food was good enough, but poorly prepared
3___Food was not too good, but the cooks made the best of it
4___Food was poor and so was the cooking
5___What's the difference if there just isn't enough food
6___I was on commuted rations
7___Other (what?)

6. What kind of work do you think you'll be doing after discharge? (x one answer)

1___Re-enlisting in the Navy
2___Working on a farm
3___Going to some school or college, full time
4___Going to some school or college part time, work part time
5___Taking a civilian job about like my Navy job
6___Taking a civilian job quite different from my Navy job
7___Take about any reasonable civilian job I can get
8___Joining another branch of service (Army, Marines, Air Force, Coast Guard)
9___Haven't quite made up my mind yet what I'll do
10___Other (what?)

7. Did you get as much off-duty time as you had coming to you? (x one answer)

1___Yes, as much as I had coming
2___Yes, but I really needed more
3___I'm not sure
4___No, I did not get what was coming to me
5___Other (what?)

8. Did you get your fair share of liberties and leaves? (x one answer)

1___Yes, I got my fair share of both
2___I got my fair share of liberties, but not leaves
3___I got my fair share of leaves, but not liberties
4___No, I did not get my fair share of either
5___Other (what?)

9. How would you describe your messing facilities? (x one answer)

1___They were really good in about every way
2___About as good as could be expected
3___Could have been better, could have been worse
4___Poorer than necessary
5___No excuse for how bad they were
6___I was on commuted rations
7___Other (what?)

5. Don't do you think of many other [illegible] (X one answer)

1 ___ Generally pretty good jobs and working with [illegible]
2 ___ Food was good enough, but not [illegible]
3 ___ Food was not too good, but [illegible] it
4 ___ Food was poor and so was the cooking
5 ___ Don't see difference if there just [illegible]
6 ___ I was in disagreed [illegible]
7 ___ Other (specify)

8. What kind of work do you think you'd [illegible] after discharge? (X one answer)

1 ___ Re-enlisting in the Navy
2 ___ Working on a farm
3 ___ Going to some school or college, full time
4 ___ Going to some school or college part time, [illegible] time
5 ___ Taking a civilian job [illegible]
6 ___ Taking a civilian job [illegible]
7 ___ Take about any reasonable civilian job [illegible]
8 ___ Joining another branch of armed [illegible], marines, air force, coast guard
9 ___ Haven't quite made up [illegible]
10 ___ Other (specify)

7. Did you [illegible] as much [illegible] time as you had [illegible] to [illegible] (X one answer)

1 ___ Yes, as much as I had [illegible]
2 ___ Yes, but I really needed more
3 ___ I'm not sure
4 ___ No, I did not [illegible] was [illegible] to do
5 ___ Other (specify)

8. Did you [illegible] fair share of [illegible] (X one answer)

1 ___ Yes, I [illegible] fair share of [illegible]
2 ___ I got my fair share of [illegible], but not [illegible]
3 ___ I got my fair share of leaves, but not [illegible]
4 ___ No, I did not get my fair share of either
5 ___ Other (specify)

9. [illegible] your [illegible] (X one answer)

1 ___ [illegible] really good in most [illegible]
2 ___ [illegible]
3 ___ Could have [illegible]
4 ___ [illegible]
5 ___ [illegible]
6 ___ [illegible]
7 ___ Other (specify)

10. How do you feel about the living quarters you had? (x one answer)

1___They were really good in about every way
2___About as good as could be expected
3___Could have been better, could have been worse
4___Poorer than necessary
5___No excuse for how bad they were
6___I was not living in quarters supplied by the Navy
7___Other (what?)

11. How much interest did your Officers show in seeing to it that the men had good entertainment, sports, and general recreation? (x one answer)

1___They really went to bat and did a good job
2___They tried alright, but didn't do too well
3___They showed no interest, took no action for or against
4___They seemed to feel it was up to us to look out for ourselves
5___They seemed to be against our having any recreation
6___Other (what?)

12. Did your Navy job give you a fair chance to use your skill and experience? (x one answer)

1___Had no skill or experience before this enlistment
2___A very good chance
3___A fairly good chance
4___Not too much of a chance
5___No chance at all to use my experience
6___Undecided, not sure
7___Other (what?)

13. Did your Navy job have enough "meat" to it to keep you on your toes most of the time? (x one answer)

1___Important work and kept me pretty busy
2___Important enough, but didn't keep me very busy
3___Not really important-mostly just "busy" work
4___Not important, and I wasn't very busy either
5___Other (what?)

14. Do you feel that the Navy is trying to control you and the other men more strictly than it needs to? (x one answer)

1___Not any more than in civilian life
2___Only on the proper military matters
3___Sometimes control went beyond military into personal matters
4___Very often got called on things that were personal, not military
5___They tried to run my life for me
6___ Other (what?)

10. How do you feel about the Air Force quarters you had? (X one answer)

1 ___ They were really good in about every way
2 ___ About as good as could be expected
3 ___ Could have been better, could have been worse
4 ___ Poorer than necessary
5 ___ No excuse for how bad they were
6 ___ I was not living in quarters supplied by the Air Force
7 ___ Other (what?)

11. How much interest did your CO/IG are show in seeing to it that the men had good mechanical, structural, and general recreation? (X one answer)

1 ___ They really went to out and did a good job
2 ___ They tried either, but didn't do too well
3 ___ They showed no interest, took no action for or against
4 ___ They seemed to feel it was up to us to look out for ourselves
5 ___ They seemed to be against our having any recreation
6 ___ Other (what?)

12. Did your Army job give you a fair opportunity to use your skill and experience? (X one answer)

1 ___ Not at all; or experience before this assignment
2 ___ A very good chance
3 ___ A fairly good chance
4 ___ Not too much of a chance
5 ___ No chance at all to use my experience
6 ___ Undecided, not sure
7 ___ Other (what?)

13. Did your Army job seem enough "real" to it to keep it on your top most of the time? (X one answer)

1 ___ Important work and kept me pretty busy
2 ___ Important enough, but didn't keep me very busy
3 ___ Not really important-mostly just "busy" work
4 ___ Not important, and I wasn't very busy either
5 ___ Other (what?)

14. Do you feel that the Army is trying to sort you and the other men more strictly than it needs to? (X one answer)

1 ___ Not any more than in civilian life
2 ___ Only on the proper military matters
3 ___ Sometimes control work is and military-like personal matters
4 ___ Very often get called on to do some personal, non-military
5 ___ They tried to run my life for me
6 ___ Other (what?)

15. Did you get a chance to choose the kind of work you wanted to do in the Navy? (x one answer)

1___Yes, and I got what I wanted
2___Yes, they listened but gave me something else, but it turned out O.K.
3___Yes, but I didn't get what I wanted, and still don't like it
4___No, but I would have chosen this if I'd had the chance
5___No, but I'm satisfied anyhow
6___No, and I still don't like what I got
7___Undecided

16. In general, how would you say the morale was in your last outfit? (x one answer)

1___very high
2___Fairly high
3___Just so-so
4___Rather low
5___Very low

17. From your experience in the Navy, have you been promised things which they didn't make good on? (x one answer)

1___They practically always made good
2___They usually tried to make good
3___They made good only when they felt like it
4___Usually didn't make good their promises
5___Navy promises just don't mean anything
6___Was never promised anything by the Navy
7___Undecided

18. Do you feel that your Officers were really interested in your personal problems and your welfare? (x the answer that is truest for you)

1___Most of them were genuinely interested
2___Most of them showed a fair amount of interest
3___They were pretty much indifferent
4___Only a few showed a genuine interest
5___Only a few showed much interest
6___They mostly just ignored our interests
7___They usually rode rough-shod over our interests
8___Undecided

19. Do you feel that your Petty Officers were really interested in your personal problems and your welfare? (x the answer that is truest to you)

1___Most of them were genuinely interested
2___Most of them showed a fair amount of interest
3___They were pretty much indifferent
4___Only a few showed a genuine interest

15. [illegible]

1 ___ Yes, [illegible]
2 ___ Yes, [illegible]
[illegible]
3 ___ Yes, [illegible]
[illegible]
4 ___ No, [illegible]
5 ___ No, [illegible]
6 ___ No, [illegible]
7 ___ Undecided

16. In general, how [illegible]
[illegible]

1 ___ Very [illegible]
2 ___ Fairly [illegible]
3 ___ Not [illegible]
4 ___ Rather [illegible]
5 ___ Very [illegible]

17. [illegible]
[illegible]

1 ___ [illegible]
2 ___ [illegible]
3 ___ [illegible]
4 ___ [illegible]
5 ___ [illegible]
6 ___ [illegible]
7 ___ Undecided

18. [illegible]
[illegible]

1 ___ [illegible]
2 ___ [illegible]
3 ___ [illegible]
4 ___ [illegible]
5 ___ [illegible]
6 ___ [illegible]
7 ___ [illegible]
8 ___ [illegible]

19. [illegible]
[illegible]

1 ___ [illegible]
2 ___ [illegible]
3 ___ [illegible]
4 ___ [illegible]

19. Do you feel that your Petty Officers were really interested in your personal problems and your welfare? (x the answer that is truest for you) Continued

5___ Only a few showed much interest
6___ They mostly just ignored our interests
7___ They usually rode rough-shod over our interests
8___ Undecided

20. How many of your Petty Officers "Pull their rate" in ways that seemed unnecessary or out of line? (x one answer)

1___ Practically none
2___ Only a few
3___ About half
4___ Most of them
5___ Practically all of them
6___ Undecided, not sure

21. What is your impression of Navy justice and discipline? (x one answer)

1___ Hard, but fair
2___ Hard and unfair
3___ Hard and not too fairly carried out, inconsistent
4___ Soft enough, but fair
5___ Soft enough, but unfairly carried out, inconsistent
6___ Undecided, not sure
7___ Other (what?)

22. Are there openings for advancement for you in your rating? (x one answer)

1___ I'm a non-rated man (Seaman, Fireman, Hospital Apprentice, Steward's Mate, Bugler)
2___ Ratings are pretty wide open in my rate
3___ Ratings are open but no vacancies on my ship (station)
4___ Ratings are open but no vacancies in my command
5___ Ratings are open, but no examinations are being given
6___ Ratings are open, but I haven't been in long enough to qualify
7___ Ratings are open, but I wasn't given a chance to qualify (sea duty, school, quarterly marks)
8___ Ratings are open, but quota is so small there's little chance
9___ Ratings are closed
10___ Don't know, don't care, not sure

23. Do you feel that your Petty Officers generally understood your abilities and what you could do? (x one answer)

1___Yes, I'm sure they did
2___Think so, but I'm not sure
3___Undecided, I don't really know
4___I don't think they did
5___No, I know they didn't

24. Do you feel that your Officers generally understood your abilities and what you could do? (x one answer)

1___Yes, I'm sure they did
2___Think so, but I'm not sure
3___Undecided, I don't really know
4___I don't think they did
5___No, I know they didn't

25. Do you think your Petty Officers generally gave you credit for the work you did?

1___Yes, they did
2___Think so, but I'm not sure
3___Undecided, I don't really know
4___Only when I didn't satisfy them, not when I did a good job
5___I don't think they knew one way or another
6___No, I know they didn't

26. Do you think your Officers generally gave you credit for the work you did? (x one answer)

1___Yes, they did
2___Think so, but I'm not sure
3___Undecided, I don't really know
4___Only when I didn't satisfy them, not when I did a good job
5___I don't think they knew one way or another
6___No, I know they didn't

27. In your experience, do you think the most deserving men usually got the best breaks? (x one answer)

1___Almost always
2___Usually
3___About 50-50
4___Not very often
5___Hardly every
6___Depends too much on "who you know", not "what you know"
7___Undecided

28. In general, were your Officers fair and helpful? (x one answer)

1___Almost all of them were
2___Most of them were
3___About 50-50
4___A few of them were
5___Most of them were not
6___They generally just ignored us
7___Undecided

29. In general, were your Petty Officers fair and helpful? (x one answer)

1___Almost all of them were
2___Most of them were
3___About 50-50
4___A few of them were
5___Most of them were not
6___They generally just ignored us
7___Undecided

30. As you look over it, taking everything into account, both the good and the bad, if you had it to do over again, would you enlist? (x one answer)

1___Yes, I think I did the right thing
2___No, I should have stayed a civilian
3___I should have enlisted in some other military service
4___I'm not sure, undecided
5___I only enlisted to beat the draft anyhow
6___I only enlisted for the GI bill anyhow

31. Does your family approve of a Navy career for you? (x one answer)

1___Have no family to consider
2___They were in favor of my staying in longer
3___They left the choice up to me to make
4___They didn't mind, but I'm needed too badly at home
5___They objected some, but it was O.K. if I insisted
6___They just insisted that I leave the Navy
7___We never really thought of my making a career in the Navy
8___Still undecided, or not sure
9___Other (what?)

32. Do you think the Navy treats married and single men alike? (x one answer)

1___Single men generally get the breaks
2___Single men up to about Petty Officer, married men from there on
3___Married men generally get the breaks

32. Do you think the Navy treats married and single men alike? (x one answer) Continued

4___ Married men up to about Petty Officer, single men from there on
5___ Generally the same, married or single
6___ Undecided, or never thought about it much
7___ Other (what?)

33. Does your wife (steady girl friend) approve of a Navy career for you? (x one answer)

1___ Have no wife (steady girl friend)
2___ She was in favor of my staying in longer
3___ She left the choice up to me to make
4___ She objected some, but it was O.K., if I insisted
5___ Had to choose between her and the Navy
6___ She never really thought of my making a career in the Navy
7___ Still undecided, or not sure
8___ Other (what?)

34. In general, do you think you've gotten a square deal from the Navy? (x one answer)

1___ Yes, I have no real cause for complaints
2___ Mostly yes, but not in every way
3___ About 50-50
4___ Too many things that weren't right
5___ No, on the whole, I don't think I did
6___ Undecided, or not sure

35. In the future, do you think every able-bodied young man should be required to take a year of military or naval training? (x one answer)

1___ Yes, I'm for the idea
2___ No, I'm against it
3___ Undecided

36. Do you think your Petty Officers were interested in what you think and feel about things? (x one answer)

1___ Most of them were genuinely interested
2___ Most of them showed a fair amount of interest
3___ They were pretty much indifferent
4___ Only a few were genuinely interested
5___ Only a few showed even a little interest
6___ They mostly just ignored our opinions and feelings
7___ They usually rode rough-shod over our feelings and opinions
8___ Undecided, or not sure

37. Do you think your Officers were interested in what you think and how you feel about things? (x one answer)

1___Most of them were genuinely interested
2___Most of them showed a fair amount of interest
3___They were pretty much indifferent
4___Only a few were genuinely interested
5___Only a few showed even a little interest
6___They mostly just ignored our opinions and feelings
7___They usually rode rough-shod over our feelings and opinions
8___Undecided, or not sure

38. In your own experience, have you seen your Officers taking unfair and unjustified advantages of their rank and privileges? (x one answer)

1___They practically never did
2___Only a few, and then not very often
3___Only a few, but they did it regularly
4___About 50-50
5___Most of them did once in a while
6___Most of them did it nearly all the time
7___They all did, just about all the time
8___Undecided, not sure

39. When you first enlisted in the Navy, did you think you might stay in for good? (x one answer)

1___No, I enlisted only to beat the draft
2___No, I enlisted only for the G.I.Bill
3___No, I just wanted one hitch only "for the experience"
4___I hadn't thought what I'd do next when I enlisted
5___I thought I'd stay in until I got married, or ready to settle down
6___I thought I would stay if I liked it well enough, but I don't
7___I want to stay in now, but for certain reasons, I can't
8___I'm planning on re-enlisting in the Navy
9___I'm re-enlisting (Army, Marine, Air Force, Coast Guard)
10___Other (what?)

40. Do you feel the Navy gave you enough trade training or education? (x one answer)

1___Didn't expect any, didn't get any
2___Didn't expect any, and what I got wasn't worth much
3___Didn't expect any, but I got some good stuff anyway
4___Got enough good stuff, but different than I expected
5___Got as much good stuff as I expected
6___Really got more than I thought I would
7___Undecided, not sure

41. If you were to make suggestions about how things in your outfit could be improved, or done better, how do you think they would be received by those who could put them to use? (x one answer)

1___My suggestions would get careful considerations
2___They get a little attention, but not very much
3___No consideration at all
4___I'd be told the Navy way is already the best
5___I saw nothing on which I could suggest any improvements
6___Undecided, not sure

42. In all military systems, with greater rank and greater responsibilities, greater privileges have also been given. Has this bothered you any, or do you disagree? (x one answer)

1___It's all very natural, and it's O.K. by me
2___I don't exactly like it, but it doesn't really bother me
3___I never really thought about it much
4___It's not the privileges, but the abuse of privilege that bothers me
5___It's always bothered me why privileges shouldn't be the same for everyone
6___This is one of the biggest reasons why I'm leaving the Navy
7___If it weren't for this, I'd probably stay in the Navy
8___Undecided, not sure

APPENDIX B

TABLE XXX

QUESTION 1. Response to Alternatives in Percentages

Are you single or married?

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. Single and not engaged	81	69	60	59	57	65	69
2. Single and engaged	10	10	15	14	12	18	14
3. Married	9	19	22	14	26	14	16
4. Divorced or separated)							
5. Divorced and remarried) --	0	1	3	1	5	2	1
6. Widowed)							
7. Other (what?))							
0. No answer	0	1	0	2	0	1	1
N* =	153	738	110	1605	345	1848	733

* N represents number of men in each group

TABLE XXX

Responses to Alternatives in Percentages

	Social and Training	Vita-mins	Ab-sence	Sure	Ampu-tation	Dom-ain	Pe-[illegible]
1. [illegible]	1	49	[illegible]	71	59	49	40
2. [illegible]	10	30	18	34	17	18	34
3. [illegible]	4	14	21	16	24	16	14
4. [illegible]							
5. [illegible]	0	1	3	1	0	5	1
6. [illegible]							
7. [illegible]							
8. [illegible]	[illegible]	1	0	4	0	1	4
= 146	[illegible]	[illegible]	110	146	146	[illegible]	146

* [illegible] number [illegible] in each group

TABLE XXXI

QUESTION 3.

How did you like your last ship or station?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Proud to have been on board	17	13.6	32.8	13.7	12.6	17.8	10.5	1
2. It was a pretty good deal for me to be in	22.2	20.8	12.7	16.3	11.3	9.1	11.3	2
3. Could have been better, could have been worse	26.8	23.8	28.2	25.4	30.2	32.2	29.1	3
4. Didn't care much for it, but didn't mind too much	12.4	15.0	6.0	12.7	12.5	12.0	11.0	4
5. Stayed on board only because I was getting out soon anyhow	15.0	12.3	10.9	10.4	16.5	14.7	17.9	5
6. Asked for a transfer but didn't get it	5.9	11.9	7.3	15.6	15.3	11.0	17.1	6
0. No answer, miscellaneous	.7	2.5	1.8	5.9	1.7	3.0	2.8	3
N =	153	738	110	1605	345	1848	783	

TABLE XXXI

Responses to Alternatives in Percentages

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
1. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
4. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
5. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
6. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE XXXII

QUESTION 4.

Response to Alternatives in Percentages

Taking everything into consideration (food, clothing, lodging, pay, etc.) do you think you'd be better off financially in, or out, of the Navy?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Be ahead by staying in the Navy	23.7	21.6	33.0	20.7	21.3	19.3	22.3	1
2. Make out about the same either way, civilian or in service	13.9	17.9	15.6	18.2	18.8	22.0	21.7	2
3. Be ahead by turning civilian	43.8	38.7	28.0	35.8	35.0	35.8	34.3	3
4. Be ahead by enlisting in (Army, Marine, Air Force, Coast Guard)	.6	2.4	2.0	1.6	2.3	1.7	1.9	2
5. Don't know for sure	15.6	17.7	18.0	18.8	20.7	18.9	18.8	2
0. No answer, miscellaneous	2.3	1.7	2.4	4.9	1.8	2.2	2.3	2
N =	308	1431	250	3551	708	3737	1577	

TABLE XXXIII

QUESTION 12.

Response to Alternatives in Percentages

Did your Navy job give you a fair chance to use your skill and experience?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary-	Weight
1. Had no skill or experience before this enlistment	21.1	18.8	18.8	14.9	19.8	15.6	18.3	2.5
2. A very good chance	24.0	14.2	13.6	13.7	11.9	11.2	13.1	1
3. A fairly good chance	19.2	22.6	15.2	18.8	17.9	16.7	21.0	2
4. Not too much of a chance	11.3	14.7	17.6	14.9	15.1	16.1	15.6	3
5. No chance at all to use my experience	16.9	24.3	29.6	30.0	30.0	34.8	26.1	4
6. Undecided, not sure	2.3	2.1	2.0	2.3	3.2	3.2	3.0	2.5
7. Miscellaneous, no answer	5.1	3.2	3.2	5.4	2.0	2.3	2.8	2.5
N =	308	1431	250	3551	708	3737	1577	

TABLE XXXII

RESPONSES OF VISUAL STIMULATORS IN PERSONALITY

Subject	Pre-Test Mean	Post-Test Mean	Gain	Pre-Test Sigma	Post-Test Sigma	Gain	Pre-Test Mean	Post-Test Mean	Gain	Pre-Test Sigma	Post-Test Sigma	Gain
1	12.2	12.2	0.0	3.2	3.2	0.0	12.2	12.2	0.0	3.2	3.2	0.0
2	11.8	11.5	-0.3	4.1	4.2	0.1	11.8	11.5	-0.3	4.1	4.2	0.1
3	10.1	10.1	0.0	3.2	3.2	0.0	10.1	10.1	0.0	3.2	3.2	0.0
4	10.1	10.1	0.0	3.2	3.2	0.0	10.1	10.1	0.0	3.2	3.2	0.0
5	11.2	11.2	0.0	3.2	3.2	0.0	11.2	11.2	0.0	3.2	3.2	0.0
6	11.5	11.5	0.0	3.2	3.2	0.0	11.5	11.5	0.0	3.2	3.2	0.0
7	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
8	8.5	8.5	0.0	2.5	2.5	0.0	8.5	8.5	0.0	2.5	2.5	0.0
9	8.5	8.5	0.0	2.5	2.5	0.0	8.5	8.5	0.0	2.5	2.5	0.0
10	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
11	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
12	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
13	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
14	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
15	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
16	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
17	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
18	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
19	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
20	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
21	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
22	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
23	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
24	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
25	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
26	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
27	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
28	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
29	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
30	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
31	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
32	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
33	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
34	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
35	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
36	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
37	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
38	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
39	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
40	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
41	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
42	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
43	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
44	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
45	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
46	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
47	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
48	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
49	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0
50	8.8	8.8	0.0	2.5	2.5	0.0	8.8	8.8	0.0	2.5	2.5	0.0

TABLE XXXIV

QUESTION 14.

Do you feel that the Navy is trying to control you and the other men more strictly than it needs to?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Not any more than in civilian life	4.2	3.7	5.2	4.3	4.8	3.9	4.2	3
2. Only on the proper military matters	28.9	26.2	21.6	28.2	25.0	22.2	21.4	1
3. Sometimes control went beyond military into personal matters	39.0	40.9	36.4	33.0	34.8	36.3	39.6	2
4. Very often got called on things that were personal, not military	11.7	11.9	14.8	11.3	13.1	13.1	13.9	4
5. They tried to run my life for me	10.4	12.2	13.6	14.2	13.3	18.3	16.3	5
6. Miscellaneous, no answer	5.8	5.1	8.4	9.0	6.0	6.1	5.2	3
N =	308	1431	250	3551	708	3737	1577	

TABLE XXXV

QUESTION 37.

Do you think your Officers were interested in what you think and how you feel about things?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Most of them were genuinely interested	7.8	6.3	6.4	7.1	4.3	5.0	2.6	1
2. Most of them showed a fair amount of interest	20.3	15.8	18.2	18.4	16.4	13.9	12.6	1
3. They were pretty much indifferent	15.8	14.2	10.9	9.8	11.2	10.9	9.8	4
4. Only a few were genuinely interested	24.8	24.4	21.8	19.6	19.2	19.6	20.1	2
5. Only a few showed even a little interest	16.4	16.1	10.0	14.7	18.3	17.2	18.8	2
6. They mostly just ignored our opinion and feelings	10.4	14.2	15.4	15.4	17.7	20.2	25.5	4
7. They usually rode roughshod over our feelings and opinions	.6	4.2	9.2	4.9	6.9	6.6	6.2	5
8. Undecided, or not sure	3.9	1.9	3.6	3.4	3.5	3.7	2.4	3
0. Miscellaneous, no answer	0	2.4	4.5	6.7	2.5	2.9	2.0	3
N =	153	738	110	1605	348	1843	783	

QUESTION 37.

37. When your children were interrupted in what you think and how you feel about things?

TABLE XXXV

Response to Alternatives in Percentages

	School and training	Avoca-tion	Sub-ways	Amuse	Amper-ish-ing	Com-bat-ing	Ath-lit-ics	Sings
1.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1
2.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1
3.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4
4.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3
5.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1
6.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4
7.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5
8.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5
9.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3
N =	189	75	110	100	75	100	100	390

TABLE XXXVI

QUESTION 19. Response to Alternatives in Percentages

Do you feel that your Petty Officers were really interested in your personal problems and your welfare?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Most of them were genuinely interested	9.7	10.5	12.9	9.2	11.3	8.9	8.4	1
2. Most of them showed a fair amount of interest	21.3	19.3	23.6	15.7	17.6	17.1	19.3	1
3. They were pretty much indifferent	17.4	11.2	13.6	10.0	8.3	7.5	8.4	4
4. Only a few showed a genuine interest	12.9	12.7	13.6	13.2	11.5	12.7	12.7	2
5. Only a few showed much interest	14.2	14.7	14.3	16.5	18.2	14.9	18.0	2
6. They mostly just ignored our interests	10.3	15.6	13.5	15.8	17.1	19.8	18.0	4
7. They usually rode roughshod over our interests	9.7	9.7	2.9	9.7	10.5	13.9	9.2	5
8. Undecided	1.9	3.5	2.8	3.8	3.9	3.2	3.7	3
0. Miscellaneous, no answer	2.6	2.7	2.8	5.9	1.6	1.9	2.3	3
N =	155	693	140	1946	333	1889	794	

TABLE XXXVI

Responses to alternatives in Percentages

SECTION II.

Do you feel that your Petty Officers were really interested in your personal problems and your welfare?

	Vocational and Training	Avia-tion	Sub-marine	Shore	Amphi-bious	Com-bat	Air-craft	Rank
1. Most of them were genuinely interested	4.7	10.5	12.8	9.2	11.3	7.8	3.4	1
2. Not of them showed a fair amount of interest	21.3	19.3	23.4	18.7	17.4	17.1	18.3	2
3. They were pretty much indifferent	17.4	11.2	13.6	10.0	8.3	7.3	9.2	4
4. Only a few showed a genuine interest	12.4	14.7	16.8	13.2	11.9	14.7	14.7	3
5. Only a few showed much interest	14.8	14.7	14.3	16.8	19.2	14.0	17.0	2
6. They mostly just ignored our interests	10.3	10.8	13.3	18.8	17.1	[illegible]	13.0	5
7. They usually rode roughshod over our interests	4.7	4.7	2.8	3.7	10.3	15.4	[illegible]	6
8. Undecided	1.4	3.3	2.3	3.6	3.4	3.4	[illegible]	7
9. Miscellaneous, no answer	2.4	3.7	2.4	3.0	1.7	1.4	2.4	8
N =	32	793	140	1049	378	[illegible]	1.4	

TABLE XXXVII

QUESTION 21.

What is your impression of Navy justice and discipline?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. Hard, but fair	17.2	23.0	18.4	25.0	23.4	25.6	23.8
2. Hard and unfair	8.8	15.8	18.0	15.7	18.8	20.2	19.6
3. Hard and not too fairly carried out, inconsistent	47.4	33.2	32.0	26.6	29.1	25.2	27.3
4. Soft enough, but fair	3.6	3.8	5.6	4.1	5.1	3.9	3.9
5. Soft enough, but unfairly carried out, inconsistent	11.5	11.2	12.4	11.2	10.9	10.2	11.1
6. Undecided, not sure	3.5	5.9	6.4	7.7	6.3	8.1	7.3
0. Miscellaneous, no answer	7.8	7.0	7.2	9.7	6.4	6.8	6.9
N =	308	1431	250	3551	708	3737	1577

QUESTION 21.

What is your impression of Air Force and Military

TABLE XXXVII

Responses to Alternatives in Percentages

	Very Good and Thinking	Vis-ion-ary	Im-ma-ture	Shows	Ambi-tious	Con-cerned	Mis-ery
1. Good, but dig	17.[illegible]	55.[illegible]	18.4	29.0	55.4	35.6	25.[illegible]
2. Good and nutsy	0.0	18.[illegible]	16.0	18.7	14.7	20.8	19.8
3. Old and not too fondly married one, indecisive	47.4	65.2	36.[illegible]	25.8	49.1	26.8	27.5
4. Off center, but fair	[illegible]	[illegible]	8.8	4.1	8.1	3.9	8.[illegible]
5. Off center, but unfairly treated and, therefore, miserable	11.[illegible]	11.2	14.4	11.8	10.[illegible]	10.7	11.1
6. Doubtful, not sure	3.4	8.0	1.6	7.7	8.3	.1	7.5
7. Indecisive, in doubt	1.3	7.0	1.6	8.7	6.4	[illegible]	[illegible]
=	308	1487	386	3881	705	2767	1[illegible]7

TABLE XXXVIII

QUESTION 22.

Are there openings for advancement in your rating?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. I'm a non-rated man	11.0	31.9	37.2	33.1	23.6	29.5	28.5
2. Ratings are pretty wide open in my rate	55.8	20.2	16.0	20.1	18.6	18.2	22.4
3. Ratings are open, but no vacancies on my ship	6.5	5.1	8.0	4.3	8.2	6.7	6.9
4. Ratings are open but no vacancies in my command	2.6	4.8	2.4	3.1	2.5	1.8	1.8
5. Ratings are open, but no examinations are being given	1.0	1.5	1.6	2.4	3.9	3.8	3.0
6. Ratings are open but I haven't been in long enough to qualify	5.5	3.2	1.6	4.5	2.8	2.9	3.7
7. Ratings are open but I wasn't given a chance to qualify (sea duty, school, quarterly marks)	3.2	3.5	3.6	4.0	3.1	4.2	3.4
8. Ratings are open but quota so small there's little chance	1.9	5.6	1.6	3.9	2.8	3.1	3.2
9. Ratings are closed	3.9	17.3	19.2	12.8	25.1	20.1	16.9
10. Miscellaneous, don't know, no answer	8.4	6.9	8.8	11.7	9.2	9.8	10.2
N =	308	1431	250	3551	708	3737	1577

QUESTION 22.

Are there openings for advancement in your training?

	Good and Training	Average tion	Sub-marine	Score	Aug-tions	Com-bats	Aux-iliary
1. I'm a non-rated man.	11.0	31.9	47.2	23.1	22.5	24.5	26.6
2. Ratings are pretty wide open in my rate	26.5	30.4	18.0	20.1	18.6	18.2	22.4
3. Ratings are open, but no vacancies on my unit	7.5	6.1	1.0	1.5	6.2	4.7	6.1
4. Ratings are open but no vacancies in my command	3.0	4.0	8.4	3.1	2.5	1.0	1.8
5. Ratings are open, but no examinations are being given	1.0	1.5	1.5	2.4	3.6	3.4	3.0
6. Ratings are open but I haven't been in long enough to qualify	2.5	3.2	1.4	4.5	2.8	2.0	3.7
7. Ratings are open but I haven't given a chance to qualify (see duty, school, quarterly marks)	3.2	3.0	3.6	4.0	3.1	4.2	3.5
8. Ratings are open but quota is small therefore little chance	1.5	3.5	1.8	3.9	2.8	3.1	3.2
9. Ratings are closed	3.2	17.0	10.2	12.8	28.1	20.1	17.1
10. Ratings open, don't know, no chance	1.4	2.9	8.2	11.7	9.2	5.8	10.3
N =	208	1431	980	2861	706	2727	1077

TABLE XXXIX

QUESTION 23

Do you feel that your Petty Officers generally understood your abilities and what you could do?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Yes, I'm sure they did	38.0	42.5	49.4	33.1	43.0	37.4	41.5	1
2. Think so, but I'm not sure	17.4	17.9	10.7	18.4	16.5	16.2	17.8	2
3. Undecided, I don't really know	10.3	10.9	8.5	11.4	8.5	9.6	7.1	3
4. I don't think they did	22.0	18.7	22.1	19.8	17.1	21.1	19.8	4
5. No, I know they didn't	8.4	8.3	5.7	12.3	12.9	13.4	10.2	5
0. Miscellaneous, no answer	3.9	1.7	3.6	5.0	2.0	2.3	3.6	3
N =	155	693	140	1946	363	1839	794	

TABLE XXXIX

Responses to Alternatives in Percentages

QUESTION 23 Do you feel that your policy officers generally understood your abilities and what you could do?	School and Training	Avia-tion	Sub-ment	Shore	Ambi-tious	Com-bat	Ov-ill-ary	Weight
1. Yes, I'm sure they did	34.0	44.5	44.4	35.1	43.0	37.4	41.8	1
2. Think so, but I'm not sure	17.4	17.9	10.7	15.4	16.8	16.2	17.3	2
3. Undecided, I don't really know	10.3	10.9	8.5	11.4	8.5	9.6	7.1	3
4. I don't think they did	22.0	18.7	32.1	18.5	17.1	21.1	15.5	4
5. No, I know they didn't	8.4	6.5	5.7	12.5	12.9	13.4	10.3	5
6. Miscellaneous, no answer	3.9	1.7	3.6	5.0	2.0	2.2	3.5	6
N =	186	893	140	1445	363	1890	794	

TABLE XXXX

QUESTION 24.

Response to Alternatives in Percentages

Do you feel that your Officers generally understood your abilities and what you could do?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Yes, I'm sure they did	28.8	27.0	24.6	25.8	27.2	25.8	23.9	1
2. I think so, but I'm not sure	18.3	18.4	23.6	19.2	20.6	18.6	18.4	2
3. Undecided, I don't really know	7.2	13.3	13.6	13.1	11.9	9.9	14.3	3
4. I don't think they did	32.0	26.8	28.2	25.7	29.6	28.4	28.9	4
5. No, I know they didn't	12.4	13.2	9.1	10.9	9.3	15.5	13.4	5
0. Miscellaneous, no answer	1.3	1.2	.9	5.3	1.4	1.9	1.0	3
N =	153	738	110	1605	345	1848	783	

TABLE XXXX

Responses to Alternatives in Percentages

QUESTION 24.	Effect on Personality	Sub-stance	Sub-stance	Some	Sub-stance	Sub-stance	Total
1. Yes, I'd make [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1
2. I think so, but I'm not sure	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2
3. Maybe, I don't really know	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3
4. Don't know they did	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4
5. No, some flag [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5
6. Insufficient [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	6
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE XXXXI

QUESTION 25.

Do you think your Petty Officers generally gave you credit for the work you did?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Yes, they did	45.3	33.8	44.1	33.8	34.7	33.7	37.5	1
2. Think so, but I'm not sure	18.1	9.5	13.5	10.4	13.2	10.1	9.4	2
3. Undecided, I don't really know	8.[illegible]	8.1	7.2	4.7	6.2	7.5	7.9	3
4. Only when I didn't satisfy them, not when I did a good job	14.2	17.8	12.8	13.5	15.1	16.5	14.[illegible]	4
5. I don't think they knew one way or another	14.8	13.0	13.6	14.0	13.[illegible]	14.7	14.1	3
6. No, I know they didn't	2.5	13.2	6.4	12.3	14.3	15.2	13.9	5
0. Miscellaneous, no answer	3.3	1.9	4.4	5.3	1.9	2.5	2.[illegible]	3
N =	155	393	140	1[illegible]46	383	1[illegible]9	794	

TABLE XXXXII

QUESTION 28

Response to Alternatives in Percentages

In general, were your Officers fair and helpful?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Almost all of them were	7.2	9.9	11.4	10.7	6.3	5.5	5.2	1
2. Most of them were	27.8	21.4	19.3	19.1	14.9	15.0	11.6	2
3. About 50-50	18.0	21.6	22.2	19.2	20.4	17.4	20.0	3
4. A few of them were	31.6	26.1	23.6	25.0	28.4	30.7	30.6	4
5. Most of them were not	9.0	10.4	13.5	10.3	14.6	16.2	17.4	5
6. They generally just ignored us	5.1	9.4	6.0	10.4	14.3	12.9	12.8	4
7. Undecided	0	.3	.7	.5	0	.9	.4	3
0. Miscellaneous, no answer	1.3	.9	4.3	4.8	1.1	1.5	2.1	3
N =	155	693	140	1946	363	1889	794	

TABLE XXXXII

Response to Alternatives in Percentages

QUESTION 28

In general, were you satisfied with the help and helpfulness

	Great Deal	Quite Satisfied	Some	Fair Amount	Some-what	Not Much	Not at All	No Answer
1. Almost all it could	[illegible]	[illegible]	11.6	1.7	8.3	6.0	5.2	1
2. Lots of them were	[illegible]	31.4	14.6	14.1	11.6	12.0	[illegible]	2
3. Some other	16.0	23.[illegible]	22.1	14.4	10.4	17.4	[illegible]	3
4. Few of them were	[illegible]	14.1	22.[illegible]	28.[illegible]	[illegible]	14.7	[illegible]	4
5. None of them were at	[illegible]	[illegible]	14.4	10.0	14.7	16.7	17.4	5
6. Was [illegible] just [illegible]	5.1	0.4	[illegible]	10.4	14.3	16.3	17.	6
7. Unrelated	0	[illegible]	[illegible]	[illegible]	0	[illegible]	[illegible]	7
8. Inconclusive, or [illegible]	1.3	[illegible]	4.5	4.5	1.1	1.5	7.1	8
N =	177	292	160	148	178	170	174	704

TABLE XXXXIII

QUESTION 30.

As you look over it, taking everything into account, both the good and the bad, if you had it to do over again, would you enlist?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. Yes, I think I did the right thing	58.0	45.3	52.7	44.1	45.2	43.5	45.4
2. No, I should have stayed a civilian	9.4	19.4	20.8	20.0	23.9	24.1	23.9
3. I should have enlisted in some other military service	1.9	7.3	3.3	5.2	6.2	7.5	7.4
4. I'm not sure, undecided	9.4	12.3	8.8	12.8	14.0	12.9	11.[illegible]
5. I only enlisted to beat the draft anyhow	7.5	6.4	9.0	7.5	7.1	7.1	8.3
6. I only enlisted for the duration anyhow	3.5	5.8	4.4	5.0	2.1	2.5	3.0
0. Miscellaneous, no answer	3.9	2.3	4.9	5.4	2.4	2.4	1.6
N =	308	1431	250	3561	708	3737	1677

TABLE XXXXIV

QUESTION 31.

Does your family approve of the Navy career for you?

Responses to Alternatives in Percentages

	School and Training	Aviation	Submarine	Base	Amphibious	Combatant	Auxiliary
1. Have no family to consider	6.3	2.4	2.2	3.3	1.[illegible]	[illegible]	2.3
2. They were in favor of my staying in longer	5.2	4.3	2.[illegible]	3.3	[illegible]	4.4	3.4
3. They left the choice up to me to make	[illegible]	50.0	47.7	[illegible]	44.7	[illegible]	43.9
4. They didn't mind, but I'm needed too badly at home	2.6	5.0	3.7	[illegible]	[illegible]	[illegible]	[illegible]
5. They objected some, but it was . . . if I insisted	12.2	12.5	12.[illegible]	15.5	10.7	11.[illegible]	12.8
6. They insisted that I leave the Navy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7. I never really thought of my making a career in the Navy	11.8	14.4	17.[illegible]	16.0	17.2	14.3	15.[illegible]
8. Still undecided, or not sure	0	2.0	2.1	2.1	1.[illegible]	2.[illegible]	1.[illegible]
9. Incomprehensible, no answer	7.1	2.3	5.0	2.2	5.4	4.2	[illegible]
N =	155	[illegible]93	140	1848	583	1[illegible]0	[illegible]04

TABLE XXXXV

QUESTION 32.

Do you think the Navy treats married and single men alike?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. Single men generally get the breaks	1.3	1.9	2.7	2.2	1.3	1.9	1.1
2. Single men up to about Petty Officer, married men from there on	1.3	3.8	.9	4.4	5.8	4.7	3.8
3. Married men generally get the breaks	39.2	47.3	63.6	33.7	37.1	30.2	34.7
4. Married men up to about Petty Officer, single men from there on	0	1.5	0	1.6	1.2	1.9	2.4
5. Generally the same, married or single	31.4	27.7	18.2	32.0	33.4	38.8	37.2
6. Undecided, or never thought much about it	22.2	13.5	11.8	17.8	15.9	18.5	17.1
7. Miscellaneous, no answer	4.8	4.3	2.7	8.3	5.3	4.0	3.9
N =	153	738	110	1605	345	1848	723

TABLE XXXXVI

QUESTION 33.

Does your wife (steady girl friend) approve of a Navy career for you?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. Have no wife (steady girl friend)	43.2	35.3	35.4	30.6	28.2	31.5	31.5
2. She was in favor of my staying longer	1.4	2.4	0	1.5	1.2	1.4	1.9
3. She left the choice up to me to make	19.6	19.1	16.4	15.5	16.3	14.2	15.7
4. She objected some, but it was O.K. if I insisted	6.5	8.1	11.8	8.6	11.9	10.5	10.9
5. I had to choose between her and the Navy	5.2	9.2	10.9	10.9	13.0	15.0	12.0
6. We never really thought of my making a career in the Navy	17.6	14.4	19.2	16.1	17.9	16.0	15.4
7. Still undecided, or not sure	1.9	3.0	.9	3.8	3.5	3.2	3.7
0. Miscellaneous, no answer	4.6	8.5	5.4	12.9	8.0	8.2	8.9
N =	153	738	110	1605	345	1848	783

TABLE XXXXVII

QUESTION 35

In the future, do you think every able-bodied young man should be required to take a year of military or naval training?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. Yes, I'm for the idea	76.0	72.1	69.5	71.0	69.4	70.8	70.2
2. No, I'm against it	14.0	14.5	16.0	12.5	14.4	14.9	14.5
3. Undecided	8.7	11.5	11.2	11.3	13.7	12.3	13.4
0. Miscellaneous, no answer	1.3	1.9	3.2	5.2	2.5	2.0	1.9
N =	308	1431	250	3551	708	3737	1577

TABLE XXXVII

Responses to Alternatives in Forsaken, as

Sex I						
Sex Training	Tim-ber	Sum-mering	Core	Sugar Loaves	Sugar Bowls	Lake Lily
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE XXXXVIII

QUESTION 36

Response to Alternatives in Percentages

Do you think your Petty Officers were interested in what you think and how you feel about things?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. Most of them were genuinely interested	4.5	9.4	13.5	8.3	9.1	8.5	7.9	1
2. Most of them showed a fair amount of interest	31.0	26.4	24.3	22.4	22.8	22.2	24.0	1
3. They were pretty much indifferent	18.1	12.4	13.6	12.4	12.7	9.6	10.9	4
4. Only a few were genuinely interested	14.8	13.3	12.8	15.8	13.2	15.1	15.2	2
5. Only a few showed even a little interest	12.2	14.4	12.9	13.2	11.3	13.2	15.6	2
6. They mostly just ignored our opinions and feelings	6.5	12.8	10.0	12.5	16.0	17.0	13.9	4
7. They usually rode roughshod over our feelings and opinions	5.8	4.2	3.6	5.8	6.9	7.6	6.6	5
8. Undecided, or not sure	1.9	4.1	4.3	3.7	4.1	3.8	2.4	3
0. Miscellaneous, no answer	5.2	3.0	5.0	5.9	3.9	3.0	3.5	3
N =	155	693	140	1946	363	1989	794	

TABLE XXXVIII

Responses to Alternatives in Percentages

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
4. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
5. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
6. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE XXXXIX

QUESTION 38.

In your own experience, have you seen your Officers taking unfair and unjustified advantages of their rank and privileges?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. They practically never did	7.1	7.2	4.8	8.6	3.3	5.2	4.1	1
2. Only a few, and then not very often	26.0	22.1	22.4	22.6	18.4	17.6	15.9	2
3. Only a few, but they did it regularly	26.3	21.5	21.6	19.3	15.2	18.5	18.6	3
4. About 50-50	6.5	8.2	9.2	8.4	9.0	9.9	9.4	4
5. Most of them did once in awhile	22.1	21.6	20.8	17.5	25.3	22.2	24.6	5
6. Most of them did it nearly all the time	7.8	11.8	11.6	10.0	17.4	15.2	16.5	6
7. They all did it, just about all the time	1.3	3.8	3.6	3.6	5.3	6.3	6.4	7
8. Undecided, not sure	1.6	1.6	1.2	3.1	3.1	2.4	2.1	4
0. Miscellaneous, no answer	1.3	2.2	4.8	6.9	3.0	2.7	2.4	4
N =	308	1431	250	1605	708	3737	1577	

TABLE L

QUESTION 40

Do you feel the Navy gave you enough trade training or education?

Response to Alternatives in Percentages

	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary	Weight
1. I didn't expect any, didn't get any	2.4	11.1	12.0	14.9	14.4	19.4	15.5	3
2. Didn't expect any, and what I got wasn't worth much	2.6	9.3	11.2	12.5	10.8	14.6	13.5	3
3. I didn't expect any, but I got some good stuff anyhow	9.4	13.4	13.2	13.5	15.1	12.2	14.0	1
4. Got enough good stuff, but different than I expected	8.2	16.6	15.2	15.3	16.8	16.2	16.6	1
5. Got as much good stuff as I expected	21.7	14.0	14.0	10.5	10.4	10.0	10.6	1
6. Really got more than I thought I would	49.6	20.6	18.8	12.0	13.0	10.5	13.0	1
7. Undecided, not sure	4.5	8.5	7.2	10.4	12.5	10.1	9.8	2
0. Miscellaneous, no answer	1.6	6.5	8.4	10.9	7.0	8.0	7.0	2
N =	308	1431	250	3551	708	3737	1577	

QUESTION 40

Do you feel the Navy gave you enough trade training or education?

1. Didn't answer any.
   Didn't go Navy
2. Didn't answer any, but what got usually worked upon
3. Didn't answer any, but I got some good stuff anyhow
4. Not enough to benefit, but different than I expected
5. Not as much good stuff as I expected
6. Really not more than I thought I would
7. Indecisive, not sure
8. Miscellaneous, no answer

TABLE I

Responses to Alternatives in Percentages

Question	Social and Training	Avia-tion	Sub-marine	Shore	Amph-ibious	Com-bat	Air-lift-ary	Weight
1	9.1	11.1	20.[illegible]	14.4	14.4	17.4	15.3	3
2	4.4	9.3	11.7	19.8	10.[illegible]	14.6	17.3	3
3	9.4	14.6	15.2	10.5	14.1	12.2	14.[illegible]	1
4	8.9	19.4	10.2	18.3	22.3	12.3	14.7	1
5	21.7	11.0	14.1	10.8	10.4	10.0	10.6	1
6	46.3	20.4	15.4	12.0	14.0	10.5	14.0	1
7	4.3	8.5	7.2	10.4	12.0	10.1	4.5	2
8	1.4	5.3	6.4	10.8	[illegible]	[illegible]	[illegible]	2
N =	300	1401	290	3321	70[illegible]	3[illegible]	1417	

TABLE LI

QUESTION 41

Response to Alternatives in Percentages

If you were to make suggestions about how things in your outfit could be improved, or done better, how do you think they would be received by those who could put them to use?	School and Training	Aviation	Submarine	Shore	Amphibious	Combatant	Auxiliary
1. Any suggestions would get careful consideration	12.2	11.5	13.6	11.3	9.1	9.5	10.5
2. Get a little attention, but not very much	37.5	26.7	25.0	23.8	20.7	21.1	21.9
3. No consideration at all	18.7	20.5	19.3	16.2	20.7	17.7	17.5
4. I'd be told the Navy way is already the best	19.3	27.4	18.6	27.0	32.0	31.0	31.6
5. I saw nothing on which I could suggest any improvements	0	2.0	3.5	3.2	3.0	3.3	3.3
6. Undecided, not sure	5.2	7.3	5.7	8.0	8.0	10.0	9.3
0. Miscellaneous, no answer	7.1	4.6	14.3	10.5	6.5	7.4	6.9
N =	155	693	140	1946	363	1889	794

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